



English Curriculum Overview Plan



Whole school curriculum intent

Develop a broad and balanced curriculum that enables students to learn, recall and apply knowledge and skills across different contexts, supported by a robust and consistent approach to assessment. This will lead to successful and resilient lifelong learners who can cope in a range of changing contexts.

Key stage 3/4 subject curriculum intent

In English we aim to provide a curriculum that is rich in diversity, creativity and opportunity and which is driven by challenge. It is knowledge rich and sequential, builds upon prior understanding and ensures that there are regular opportunities to review content through interleaving.

We also aim to:

- Successfully equip students with the necessary skills needed both in and outside of the classroom.
- Promote independent learners and critical thinkers who are not afraid to take risks when expressing themselves and when faced with opposing views.
- Foster a love of reading both in and outside of the classroom and expose students to whole and high-quality texts.
- Create confident and competent users of literacy and oracy. Students are empowered to use the power of talk to build confidence, enhance learning and change their own lives.

Year Group	Topic	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 7	Core knowledge from this topic	Origins of Literature Ovid's Classical Myths <ul style="list-style-type: none"> ● Students will know and understand Ovid's Metamorphosis and its broad subject matter; ● Students will know the importance of oral storytelling in history; ● Students will know and explore a range of key themes and concepts and link their relevance to modern society; ● Students will know how to write an effective description using the drop in, shift, zoom x 2, return/link method; ● Students will know how writers establish mood and atmosphere in their writing; ● Students will know how writers use vocabulary and sensory language to enrich descriptions; ● Students will know and explore how writers use literary techniques for effect; ● Students will know how writers use a range of sentence structures and punctuation for effect; ● Students will know how to create an effective plan for their writing ● Students will continue to develop their ability to proof read, edit and revise their writing 	Gender through the Ages <ul style="list-style-type: none"> ● Students will know and understand the representation of gender across different literary periods (Middle English, Renaissance, Romantic and Post Modern); ● Students will know and understand how patriarchy is an ideological construct historically entrenched within society; ● Students will know how gender inequality is embedded within the discourses in society (literature; non-fiction; advertisements; spoken language); ● Students will further explore the concept of toxic masculinity and how this serves to oppress men; ● Students will know and explore the subversion of traditional gender roles in contemporary literature; ● Students will know and understand how to structure an effective article; ● Students will develop their understanding of how to use sentence structures and punctuation for effect; ● Students will develop their ability to proof read, edit and revise their writing 	Shakespeare's Romeo and Juliet <ul style="list-style-type: none"> ● Students will know and understand the major plot points of Romeo and Juliet; ● Students will understand the beliefs and ideas of those in Shakespeare's society; ● Students will know and understand how Shakespeare presents key characters throughout the play; ● Students will understand metamorphosis with a sensitivity to emotional and physical transformation. ● Students will gain an enriched insight into what it means to be a man, exploring the perception of the Petrarchan lover and the link to modern toxic masculinity. ● Students will explore the human condition and how love can powerfully impact that. ● Students will understand the concepts of patriarchy, gender roles and the function of marriage, questioning if this still has the same function today; ● Students will know the central themes in the play such as love, violence, conflict, family, relationships and fate; ● Students will analyse how Shakespeare's use of language and form affect the audience; 	Once Upon a Time <ul style="list-style-type: none"> ● Students will know Freytag's pyramid and the broader strokes of narrative structure; ● Students will gain an understanding of different genres and how this affects narrative structure, characterisation and setting; ● Students will learn about the archetypal character roles and character types in narratives; ● Students will explore and be able to comment on how various narrative viewpoints enhance and shape narratives; ● Students will explore and be able to comment on how writers open narratives to engage the reader, go through the process of exposition and establish the tone of the narrative; ● Students will be able to identify and analyse plot devices such as flashbacks and plot twists; ● Students will explore and analyse a range of literary forms that shape how the narrative is conveyed to the reader, such as epistolary texts, embedded narratives, short stories, micro fiction, novels, graphic novels; 	The Romantics and Rebellion <ul style="list-style-type: none"> ● Students will know and understand the influence of the romantic movement on poetry ● Students will know and explore the characteristics of romantic poetry including the power of nature, revolution, the sublime, imagination, melancholy, supernaturalism and subjectivity. ● Students will know and explore the themes typically covered in Romantic poetry such as: love/relationships; power/conflict; time/place; youth/age ● Students will know and explore the conventions of lyrical poems and how this popular form was used by the Romantics ● Students will know and explore how the following poets defined Romantic poetry: Blake, Wordsworth, Coleridge, Byron, Shelley and Keats ● Students will build their understanding of poetic techniques such as: simile; metaphor; personification; alliteration; repetition; imagery; caesura; enjambment; rhyming couplets and meter. 	Outsiders/Otherness <ul style="list-style-type: none"> ● Students will know the plot of the novel; ● Students will know the central themes in the novel including otherness, identity and alienation; ● Students will know what it means to be different and as a world community, how we regard difference; ● Students will develop their knowledge of how to analyse a text for its structure and language ● Students will know how to make informed, analytical responses through evaluation of plot, characterisation, themes and setting. ● Students will know and understand the writer's intentions and influences when writing the novel ● Students will develop their knowledge of how to write their interpretations to a text through academic writing.



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				<ul style="list-style-type: none"> Students will build their understanding of dramatic conventions and techniques. Students will know how to analyse a text for its language and structural devices; Students will develop their ability to make a written response revealing their interpretations of the text. 	<ul style="list-style-type: none"> Students will develop their abilities to write a narrative, incorporating some new elements that build upon the 'Origins of Literature' scheme, and practice redrafting their own writing. 		
Links to the national curriculum	<ul style="list-style-type: none"> write clearly, accurately and coherently, adapting their language and style for a range of contexts, purposes and audiences summarise and organise material, and supporting ideas and arguments with any necessary factual detail apply their growing knowledge of vocabulary, grammar and text structure to their writing and selecting the appropriate form draw on knowledge of literary and rhetorical devices from their reading and listening to enhance the impact of their writing plan, draft, edit and proofread study the effectiveness and impact of the grammatical features of the texts they read draw on new vocabulary and grammatical constructions from their reading and listening, and using these consciously in their writing and speech to achieve particular effects know and understand the differences between spoken and written language use Standard English confidently in their own writing and speech discuss reading, writing and spoken language with precise and confident use of linguistic and literary terminology use Standard English confidently in a range of formal and informal contexts, including classroom discussion participate in formal debates and structured discussions, summarising and/or building on what has been said 	<ul style="list-style-type: none"> develop an appreciation and love of reading, and read increasingly challenging material learn new vocabulary, relating it explicitly to known vocabulary and understanding it with the help of context and dictionaries making inferences and referring to evidence in the text know the purpose, audience for and context of the writing and drawing on this knowledge to support comprehension know how language, including figurative language, vocabulary choice, grammar, text structure and organisational features, presents meaning study setting, plot, and characterisation, and the effects of these study the effectiveness and impact of the grammatical features of the 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languages and discuss language use and meaning, using role, intonation, tone, volume, mood, silence, stillness and action to add impact 	<ul style="list-style-type: none"> develop an appreciation and love of reading, and read increasingly challenging material understand increasingly challenging texts through: <ul style="list-style-type: none"> learn new vocabulary, relating it explicitly to known vocabulary and understanding it with the help of context and dictionaries making inferences and referring to evidence in the text know the purpose, audience for and context of the writing and drawing on this knowledge to support comprehension know how language, including figurative language, vocabulary choice, grammar, text structure and organisational features, presents meaning study setting, plot, and characterisation, and the effects of these understand how the work of dramatists is communicated effectively through performance and how alternative staging allows for different interpretations of a play use Standard English confidently in a range of formal and informal contexts, including classroom discussion participate in formal debates and structured discussions, summarising and/or building on what has been said 	
Previous content that this topic builds upon	In Years 5 and 6, students will have increased their familiarity with a wide range of books, including myths. They will have understood what they have read by drawing inferences such as characters' feelings, thoughts and	Students' study of Romeo and Juliet in the Autumn term will have initiated exploration around the role of men and women in Elizabethan society and their representation in the play. They will use this knowledge as a foundation to	In Years 5 and 6, students will have increased their familiarity with a wide range of books including plays and considered how texts are structured in different ways. They will have understood what they have read by:	This topic builds upon the 'Origins of Literature (Ovid)' scheme, developing the ideas and understandings of narrative into a more broad and general awareness of how narratives are structured, developed, and	In Years 5 and 6, students' knowledge of language, gained from poetry will support their increasing fluency as readers, their facility as writers, and their comprehension. Students will have considered how texts are	In Years 5 and 6, students will have increased their familiarity with a wide range of books including traditional stories and considered how texts are structured in different ways. They will have understood what they have read	



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	<p>motives from their actions, and justifying inferences with evidence, identifying how language and structure contribute to meaning.</p> <p>Students will have been taught how to plan, evaluate and edit their own writing. They will have also continued their study of vocabulary, grammar and punctuation and how to use this accurately but also for effect. This unit will continue to build upon this existing knowledge but in the context of descriptive writing.</p>	<p>explore gender across different literary periods, drawing comparisons between the representation of men and women within the discourses in society.</p>	<p>drawing inferences such as characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence; identifying how language and structure contribute to meaning. Students will have also been taught how to plan, evaluate and edit their own writing.</p> <p>This unit of study allows cross curricular links to history (historical context of the play, biographical information, perception of the play and its themes throughout history), RE (religious imagery throughout the play including Romeo's perception of Juliet) and Business Studies (Shakespeare had shares in the playhouses and combined his artistic flare with shrewd business acumen.)</p>	<p>archetypes are distorted by writers to engage readers and achieve effects. They will have some understanding of archetypal character roles and structures from KS2 and the previous scheme. They will have already been taught to plan, write, evaluate and edit narrative writing previously.</p>	<p>structured in different ways. They will have understood what they have read by asking questions to improve their understanding; drawing inferences and justifying these with evidence; summarising the main ideas and identifying how language and structure contribute to meaning.</p>	<p>by: drawing inferences such as characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence; identifying how language and structure contribute to meaning.</p>
Key vocabulary	<p>metamorphosis; generosity; lexical choices; concrete nouns; abstract nouns; personification; creation; morals; fate; destiny; power; atmosphere; myriad; mythical; God/goddess; figurative language; sensory language; structure; simile</p>	<p>patriarchy; feminism; suffragette movement; misogyny; Aristotle; renaissance; postmodern; romanticism; euphemism; dysphemism; idioms; gendered language; equality; construct; male gaze</p>	<p>abhor; adversary; amerce; charnel; chorus; countervail; dramatic irony; fate; fettle; feud; foreshadowing; genre; iambic pentameter; infatuation; jocund; lament; mortality; patriarchy; predicament; presage; prorogued; quarrel; rhyme; ropery; tragedy; masculinity; toxic; Petrarchan; conflict; desire</p>	<p>exposition; exciting/unexpected incident; rising action; climax; falling action; denouement; resolution; foreshadowing; epistolary; archetype; protagonist; antagonist; pathetic fallacy</p>	<p>simile; metaphor; personification; alliteration; repetition; imagery; caesura; enjambment; rhyming couplets; meter; stanza; verse; tone; speaker; structure; language; theme; rhyme scheme; lyric; ballad</p>	<p>protagonist; antagonist; narrative structure; theme; motif; symbolism; characterisation; allegory; exposition; rising action; climax; falling action; dénouement; complication; conflict; dialogue; flashback; flat character; foil; foreshadowing; foreboding; imagery; atmosphere; mood; narrator; point of view; round character; setting.</p>
Development of cultural capital	<p>Students will understand the origin of modern language such as the word 'narcissist' and 'Hermes.' Students will develop their cultural capital through understanding what qualities and aspects of morality are widely regarded as favourable, helping them to navigate life.</p>	<p>In their study of gender through the ages, students will develop their cultural capital by gaining a wider understanding of gender constructs and perceptions of gender. They will understand, explore and challenge misogyny at the same time as consider the impact of toxic masculinity on men, women and society. Furthermore, students will consider the erosion of traditional male roles which has resulted in a 'crisis of masculinity.'</p>	<p>In their discussion of Romeo and Juliet, students will develop their cultural capital by exploring ideas linked to patriarchy, masculinity and gender roles. Students will gain an enriched insight into what it means to be a man, exploring the perception of the Petrarchan lover and the link to modern toxic masculinity. They will explore the human condition and how love can powerfully impact that. Students will understand the concepts of patriarchy, gender roles and the function of marriage, questioning if this still has the same function today.</p> <p>This unit of study allows cross curricular links to history (historical context of the play, biographical information, perception of the play and its themes throughout history), RE (religious imagery throughout the play including Romeo's perception of Juliet) and Business Studies (Shakespeare had shares in the playhouses and combined his artistic flare with shrewd business acumen).</p>	<p>Students will have a broader understanding of narratives in a wide variety of forms and genres. They will study a variety of extracts from diverse texts, increasing their knowledge of cultural artefacts in the British canon and from elsewhere. The students will also, hopefully, understand themselves and their interests more clearly in relation to genres and forms of narrative texts, fostering an enjoyment of reading that will inherently increase cultural capital. The diverse spread of the texts studied will expose them to various themes and written styles, including historical time periods and stages of development in the English language and literary tradition.</p>	<p>By their very nature, all poems broaden students' cultural capital. This collection of poetry invites students to develop their cultural capital by exploring ideas linked to social inequality, freedom of speech and man vs nature.</p>	<p>Through their study of the novel, students be provided with the opportunity to gain new perspectives on cultural differences and on issues related to identity and social cohesion.</p>
Development of reading	<p>The scheme builds upon many of the reading skills students will have been taught at KS2 such as drawing inferences, predicting, summarising and identifying how language and structure contribute to meaning. They will learn to scan texts quickly acquiring the</p>	<p>The scheme will require students to explore a wide range of literary texts and non-literary texts (advertisements, news articles and spoken transcripts) in order to analyse the construction of gender in different contexts. They will also engage in literature which</p>	<p>As well as the full text being read, students also read contextual information pertaining to the Elizabethan period. There are multiple lessons where a close reading of a key scene is required.</p>	<p>The scheme will inherently develop students' reading skills and increase exposure to a diverse array of texts, literary styles and forms, due to the number and diversity of extracts studied.</p>	<p>The scheme is taught so that students read the poem first and have to understand the meaning of the poem, before analysis is made. This ensures that reading for meaning is promoted and students are encouraged to</p>	<p>Active reading is encouraged and students are given parts to read out to the class; comprehension activities naturally built in and contextual information surrounding the novel is explored.</p>



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		information they need in a more instantaneous manner than they are used to in Key Stage 2. The scheme utilises listening to exemplar storytelling which reinforces the importance of prosodic features when reading as well as reflecting on how stories were originally told.	discusses concepts and ideas such as the male gaze and the Bechdel test as well as considering the impact of the suffragette movement and feminism. Oracy will play a pivotal role in students' understanding of the reading material to which they have been exposed and will help to spark interesting points of debate.		The texts are selected to be particularly enjoyable and culturally relevant, developing a positive attitude towards reading and increased engagement in other reading activities inside and outside of the school environment. Students will develop different reading skills particularly extensive reading to build up stamina and reading proficiency.	develop independence when reading challenging texts. Students read a wide range of Romantic poems as indicated above as well discussing high quality literature from places such as the British Library to enhance their understanding of the Romantic movement.	Students are taught and assessed on their ability to read critically, studying setting, plot and characterisation and the effects of these.
	Concepts –what will students be able to do at the end of the topic	Students will be able to write a descriptive piece using the drop in, shift, zoom x 2, return/link method. They will understand the importance of editing and will utilise this to enhance their writing further.	Students will have an increased understanding of the representation of men and women in Literature and will be able to explore the role of gender in contemporary society through the production of an article.		Students will be able to analyse a given text or extract from a text, making inferences about form, plot structure, characterisation and genre. Based on their understanding of effective narrative writing, students will be able to write a creative piece of their own.	Students will be able to confidently recognise a poem's meaning and be able to explain the writers' intentions and how contexts effect the meaning of a poem. They will be able to write a response in the form of a timed essay.	Students will be able to write an informed, analytical response through evaluation of plot, characterisation, themes and setting.
Year Group		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 8	Topic	Tales of Terror Gothic Literature	Shakespeare's Othello	Rags and Riches Victorian Literature	The Legacy of War		Diverse Voices
	Core knowledge from this topic	<ul style="list-style-type: none"> Students will know the conventions of Gothic Literature; Students will know how plot, characters, and themes lead into interpretation of ideas; Students will know how a variety of authors' language and structural choices can produce different effects throughout the novel and influence their perception as a reader. Students will know how writers build tension throughout a narrative; Students will know and explore key themes highlighted in Gothic Literature such as religion, power and constraint; Students will know how the presentation of characters in literature and film has changed over time; Students will know key contextual information regarding the 19th Century such as the supernatural and religion; Students will know to create their own Gothic narrative. 	<ul style="list-style-type: none"> Students will know and understand the major plot points of Othello; Students will know and understand why Venice was an important city during the Renaissance; Students will know and understand the beliefs and ideas of those in Jacobean and 16th century Venetian society on topics such as racism; fear of the other; marriage and elopement; Students will know the conventions of tragedy and how these are used throughout the play; Students will know and understand how Shakespeare presents key characters throughout the play; Students will know the central themes in the play such as love, jealousy, deception and treachery, justice, identity and military heroism and racism; Students will know how the play is perceived as controversial and dangerous in challenging 17th century European cultural norms of what it means to be noble and moral. Students will know and understand how the play's critique of racial and sexual injustice are contemporary issues still discussed in today's society; Students will know how misunderstanding, miscommunication and deception is central to the play's tragedy; 	<ul style="list-style-type: none"> Students will know and understand life in Victorian England; Students will know the importance of the Victorian era in Literature and British History; Students will know and understand the beliefs and ideas of Victorian society towards class, family and poverty; Students will know and draw comparisons between the beliefs and ideas of Victorian writers compared to contemporary views; Students will know and understand different ways writers express their opinions on class, family and poverty (articles, essays, letters); Students will know and understand how to discern a person's attitude/viewpoint through analysis of their writing; 	<ul style="list-style-type: none"> Students will know and understand what war propaganda is; Students will know and understand the history of warfare from pre-WWI to the modern day; Students will explore the aftermath of war and why people write about it; Students will know and understand different ways writers express their opinions on war (articles, essays, letters, poetry) Students will know and understand how to discern a person's attitude and/or opinion through analysis of their writing; Students will know and understand the different types of linguistic techniques used in opinionated writing; Students will deepen their skills of analysis by comparing attitudes / opinions 		<ul style="list-style-type: none"> Students will know and understand the meaning of a variety of poems from authors around the world and from different cultures; Students will know and explore how poetic techniques, structure and form can produce different effects for different audiences. Students will know how the poets' lives and historical contexts influence the poems studied; Students will know how to draw comparisons between texts on a given theme or idea; Students will know how to write an analytical response which includes their own interpretations of the range of poems studied. Students will enhance their understanding of the themes, interpretations and emotional responses to poetry. Students will be able to collaborate with others in order to solve the problems with effective planning Students will be able to craft their own poems Students will study the following poems: <i>Any Light</i> by Rayon Lenon; <i>Valentine</i> by Carol Anne Duffy; <i>Stop All the Clocks</i> by W.H Auden; <i>Limbo</i> by Edward Kamau Brathwaite; <i>Vultures</i> by Chinua Achebe; <i>Search for my Tongue</i> by Sujata Bhatt and <i>Praise Song for my Mother</i> by Grace Nichol.



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			<ul style="list-style-type: none"> Students will analyse how Shakespeare's use of language and form effect the audience; Students will explore language in the pejorative to do with race and further explore the etymology of language to unveil its changing nature throughout history; Students will develop their understanding of dramatic conventions and techniques. 				
	<p>Links to the national curriculum</p>	<ul style="list-style-type: none"> develop an appreciation and love of reading, and read increasingly challenging material learn new vocabulary, relating it explicitly to known vocabulary and understanding it with the help of context and dictionaries making inferences and referring to evidence in the text know the purpose, audience for and context of the writing and drawing on this knowledge to support comprehension know how language, including figurative language, vocabulary choice, grammar, text structure and organisational features, presents meaning study setting, plot, and characterisation, and the effects of these study the effectiveness and impact of the grammatical features of the texts they read discuss reading, writing and spoken language with precise and confident use of linguistic and literary terminology* 	<ul style="list-style-type: none"> this unit fits within the national curriculum requirement to study two Shakespeare plays. develop an appreciation and love of reading, and read increasingly challenging material independently through reading works by Shakespeare learn new vocabulary, relating it explicitly to known vocabulary and understanding it with the help of context and dictionaries making inferences and referring to evidence in the text know the purpose, audience for and context of the writing and drawing on this knowledge to support comprehension know how language, including figurative language, vocabulary choice, grammar, text structure and organisational features, presents meaning study setting, plot, and characterisation, and the effects of these study the effectiveness and impact of the grammatical features of the texts they read discuss reading, writing and spoken language with precise and confident use of linguistic and literary terminology* understand how the work of dramatists is communicated effectively through performance and how alternative staging allows for different interpretations of a 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reading, and read increasingly challenging material independently through reading both pre-1914 and contemporary poetry learn new vocabulary, relating it explicitly to known vocabulary and understanding it with the help of context and dictionaries making inferences and referring to evidence in the text know the purpose, audience for and context of the writing and drawing on this knowledge to support comprehension know how language, including figurative language, vocabulary choice, grammar, text structure and organisational features, presents meaning study the effectiveness and impact of the grammatical features of the texts they read draw on new vocabulary and grammatical constructions from their reading and listening, and using these consciously in their writing and speech to achieve particular effects discuss reading, writing and spoken language with precise and confident use of linguistic and literary terminology* participate in formal debates and structured discussions, summarising 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<p>Previous content that this topic builds upon</p>	<p>Whilst this is a new genre for students at KS3, they will have had some exposure to similar fiction and non-fiction texts at KS2. They will have also explored the theme of the supernatural in their introductory study of Macbeth at KS2.</p>	<p>This unit builds on students' understanding of Shakespearean texts and the language he uses following on from their study of Romeo and Juliet in Year 7. They will also build on their prior knowledge and understanding of the theme of outsiders and otherness, following on from their study of a novel in Year 7.</p> <p>Students will enhance their skills of reading, annotating and analysing a whole novel in preparation for the KS4 texts. Students will also have a greater understanding of how to apply contextual knowledge to their analysis of texts.</p>	<p>Students will have some knowledge of Victorian society from their study of the period at KS2 and in History. In Year 7, students will have also studied 'Gender through the Ages' which explores how males/females have been presented across time. Students will have been introduced to the skill of comparison in their exploration of poetry in Year 7 which will provide them with the foundations needed to consider the attitude/viewpoints of writers more closely.</p>	<p>This unit builds on students' non-fiction knowledge of analysing and interpreting opinions from Year 7, in particular the 'Gender Through the Ages' and 'Otherness / Outsiders'.</p> <p>Students will be enhancing their skills of analysing non-fiction texts learned throughout Years 7 & 8 so far in preparation for the GCSE language Paper 2.</p>		<p>The unit build on pupils understanding of poetry from KS2 and Year 7 – in particular, the focus is placed on building understanding and analysis of poetic techniques and language identified in the Year 7 poetry scheme.</p> <p>As poetry is a large part of the KS4 exams, students will be increasing their skills in reading and analysing poems over time, but also preparing for unseen poems.</p>
<p>Key vocabulary</p>	<p>abstruse, afflicted, alienate, anguish, annihilate, apprehensions, beguile, claustrophobia, decomposing, despair, dilapidated, discomfited, dilapidated, enigma, entrapment, forbidding, grotesque, hopeless, imagery, lamentable, lifeless, mournfully, obscured, pathetic fallacy, sinister, torturous, unleashed, vengeful, withered, wretched</p>	<p>aesthetics, Aristotle, aside, blank verse, catalyst, catharsis, characterisation, dénouement, dramatic irony, feminism, foreshadowing, hamartia, hubris, idiom, imagery, Jacobean, juxtapose, Machiavelli, malcontent, Marxism, mirroring, misogyny, oxymoron, parody, pathos, patriarchy, prejudice, prose, revenge tragedy, social status, soliloquy, tragedy, vice, xenophobia</p>	<p>tertiary system; ragged school, child labour; separate spheres; crime; poor law; Malthusian theory; costermongers; workhouses; philanthropy; golden age; industrial revolution; deprivation; squalor; morality; capital punishment; austere; social reform</p>	<p>abandon, account, aftermath, aggressor, agitator, alliance, anarchy, appeasement, attitude, attrition, campaign, carnage, cataclysm, chaos, clandestine, compassion, conscientious objector, conspiracy, culpability, debacle, expectations, government, grievous, insurrection, intimidate, lamentation, legacy, liberation, malicious, militaristic, momentum, opposition, pacifist, pacify, patriotism, provocation, PTSD, radical, reparation, revolution, unconventional, vindicate, war</p>		<p>alliteration, allusion, anaphora, assonance, blank verse, caesura, colloquial, congregation, connotations, dactyl, discrimination, emotive, enjambment, fluttering, frantic, hyperbole, identity, juxtaposition, meter, mother tongue, patriotism, personification, rhyme scheme, stereotypes, rhythm, stanza, tone</p>
<p>Development of cultural capital</p>	<p>Through studying various gothic stories, students will be introduced to a new genre of writing. In their discussion of texts, students will develop their cultural capital by exploring ideas about religion, gender, otherness, power and politics. Students will also become knowledgeable of the influences gothic literature has had on modern media and will therefore become more astute in understanding references to the genre.</p>	<p>Through the study of Othello, students will be enhancing their understanding of Shakespeare's works and legacy. In their discussion of texts, students will develop their cultural capital by exploring ideas linked to Venetian society, racism, xenophobia, duty, social status, honour and the play's significance in the literary canon.</p> <p>Students will also gain an understanding of how different stage adaptations of Othello reveal the directors' contrasting interpretations, supporting them to adopt their own independent interpretations of characters, themes and plot when exploring literature.</p> <p>Students will further develop their understanding of healthy relationships (as explored in the PSHE curriculum)</p>	<p>Through the study of Victorian Literature, students will develop their cultural capital by exploring how class and wealth are considered meaningful aspects of identity and status in society both in the past and present.</p>	<p>Through studying not just WWI and WWII, but other significant and contemporary conflicts such as Vietnam, Iraq, The Falklands and The Cold War; students will develop a significant understanding of differing attitudes and perspectives towards war.</p> <p>Students will spend time looking at the often-unseen aftermath of war, how people recover from battles and the lasting effects that many write about.</p>		<p>Students will be learning about a wide variety of cultures and lived experiences through studying a diverse range of poets. In their discussion of poems, students will develop their cultural capital by exploring attitudes toward race, gender, sexual orientation and disability through the unit. The students will understand what diversity and discrimination mean and how diverse the wider country is. Students will be taught about the fundamental British values of tolerance and mutual respect when learning about the contextual background to some of the poems. They will also consider world cultures, beliefs and ideologies relating to current affairs and historical events.</p>
<p>Development of reading</p>	<p>Students will read a number of high-quality fiction extracts and short stories from the late 18th and 19th century as well as a small selection of contemporary texts to explore the influence Gothic Literature continues to have in the 21st century. Some of the texts included are: Wuthering Heights by Emily Bronte; Dracula by Bram Stoker; Woman in Black by Susan Hill; Jekyll and Hyde by Robert Louis Stevenson; The Castle of Otranto by</p>	<p>As well as the full play script being read, students will also be reading additional contextual information and critical theory which explore the play's central themes.</p> <p>Oracy is used to develop students' personal response to the play's ideas and themes and support their academic writing. The play prompts discussion of familial relations and</p>	<p>Students will read a wide range of non-fiction texts from the 19th and 21st century including works by Charles Dickens. Exposure to 19th century literature will effectively prepare students for their study of A Christmas Carol and Language Paper 2.</p> <p>Students will be assessed on their ability to compare writer's attitudes/viewpoints and this skill will</p>	<p>The very nature of this scheme provides students with an opportunity to research and explore the contextual factors surrounding war.</p> <p>Students will read articles, letters and essays from Wilfred Owen, Wilfred Owen's Mother, Virginia Woolf and contemporary journalists alongside a transcript of George Bush and Tony Blair's joint statement on the war in Iraq. They will explore war themed</p>		<p>Students will read a range of poetry focussed on a different culture of identity including the following: Any Light by Rayon Lenon; Valentine by Carol Anne Duffy; Stop All the Clocks by W.H Auden; Limbo by Edward Kamau Brathwaite; Vultures by Chinua Achebe; Search for my Tongue by Sujata Bhatt and Praise Song for my Mother by Grace Nichol.</p>



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		Horace Walpole; The Red Room by H.G Wells and Frankenstein by Mary Shelley. Contextual information relating to the time period is also explored in order to enhance students' understanding of how these works reflect the political, social and cultural contexts in which they were written. Active reading of the texts is encouraged with comprehension activities built in throughout.	conflict building on work completed for Romeo and Juliet.	be taught explicitly throughout the scheme. If possible, a cross curricular enrichment opportunity will be provided for students to go to Blists Hill Victorian Town.	poetry from Jessie Pope, Virginia Woolf and Carol Ann Duffy as well as considering Siegfried Sassoon's 'A Soldier's Declaration.'		The scheme is taught so that students read the poem first and have to understand the meaning of the poem, before analysis is made. This ensures that reading for meaning is promoted and students are encouraged to develop independence when reading challenging texts. Students also explore and discuss contextual information surrounding each poem. Oracy is not only used to develop students' personal response to each poem's ideas and themes but also to discuss/challenge contrasting interpretation which in turns supports their academic writing.
	Concepts –what will students be able to do at the end of the topic	Students will be able to produce a narrative which imitates the style of Gothic Literature.	Students will develop their skills of annotation and become confident when approaching Shakespearean text resulting in an extended written response to an exam question. Students will also be able to link key concepts explored in this play with other areas of study, further enriching their knowledge as a whole. This will embolden pupils with confidence as they will have already been exposed to a broad range of themes which they can utilise in both their analytical and creative writing.	Students will become more confident in their analysis of 19 th century as well as 21 st century non-fiction texts and will be able to write a comparative response focused on writers' viewpoints.	Students will be able to apply critical thinking to their reading of two non-fiction texts from different time periods; summarise the content; make inferences; analyse the language; and compare the attitudes and opinions of the writers.		Students will be able to confidently recognise a poem's meaning and be able to explain the writers' intentions and how contexts effect the meaning of a poem. They will be able to write a response in the form of a timed essay.

Year Group		Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Year 9	Topic	The Journey	Doyle's Sign of Four	The Art of Rhetoric	Social Inequality and Injustice	The World Around Me	Aspects of Tragedy
	Core knowledge from this topic	<ul style="list-style-type: none"> Students will know how to write an effective description using the drop in, shift, zoom x 2, return/link method; Students will know how writers establish mood and atmosphere in their writing; Students will know how writers use vocabulary and sensory language to enrich descriptions; Students will know and explore how writers use literary techniques for effect; Students will know what a motif is and understand how they are used in writing; Students will know how writers use a range of sentence structures and punctuation for effect; Students will know how to create an effective plan for their writing Students will continue to develop their ability to proof read, edit and revise their writing 	<ul style="list-style-type: none"> Students will know and understand what life was like in Victorian Britain; Students will know the plot of the novella; Students will know how Doyle presents key characters throughout the novella and their purpose; Students will know the central themes of the novella such as evil and justice, Victorian fear, empire and imperialism; Students will develop their knowledge of how to analyse a text for its language and structure Students will develop their knowledge of how to write their interpretations to a text through academic writing. 	<ul style="list-style-type: none"> Students will know and understand what rhetoric is; Students will know and understand the history of rhetoric; Students will know and understand the Aristotelian triad (ethos, logos and pathos) Students will know and understand different types of rhetorical speeches (judicial, epideictic, deliberative) Students will know and understand the classical structure of speech (the 6-stage rhetorical structure) Students will know and understand the different types of rhetorical and linguistic techniques that writers use to appeal to ethos, logos and pathos Students will know and understand the importance of paralinguistic and prosodic features in the delivery of speeches; Students will develop their understanding of how to use sentence structures and punctuation for effect; 	<ul style="list-style-type: none"> Students will know and understand what dystopia is and the creation of the literary genre; Students will know the conventions of dystopian literature; Students will know how British, Russian and American writers created repressive imaginary worlds and totalitarian regimes in order to explore 20th-century political concerns. Students will know and explore the themes typically covered in dystopian fiction: control and order, survival, loss of individualism and freedom and chaos; Students will develop their knowledge of how to analyse a text for its structure and language Students will know how to make informed, analytical responses through evaluation of plot, characterisation, themes and setting. Students will know and understand the writer's intentions and influences when writing dystopian literature; Students will develop their knowledge of how to write their 	<ul style="list-style-type: none"> Students will know and understand what journalism is; Students will know and understand different types of article and media form, and the different language, written styles and tones associated with each (e.g., between a blog and a newspaper) Students will have an understanding of the biases and factors that influence the media they consume; Students will understand the rhetorical devices and linguistic techniques that are employed in order to sensationalise, dramatise, inflame, undermine, distort and persuade in different forms of media; Students will begin to learn how language shapes perspectives and meaning in relation to politically charged concepts and debates; Students will learn how language and style is adapted to suit various purposes and target audiences; Students will gain a foundational understanding of media terminology and techniques; Students will develop their ability to think critically about news sources and be able to identify 	<ul style="list-style-type: none"> Students will understand the history and development of tragedy as a genre; Students will understand Aristotle's views on tragedy and will be able to apply these, evaluating the extent to which a text abides by these conventions; Students will understand the use of plots and sub-plots; Students will understand the characteristics and roles of tragic heroes, villains and victims; Students will understand the way that language is used to heighten a tragedy; Students will understand the important of genre as a lens through which we can view a text. <p>Macbeth (other texts to be confirmed at a later date)</p> <ul style="list-style-type: none"> Students will know and understand the major plot points of the texts studied; Students will understand the beliefs and ideas of the era; Students will know and understand how a writer presents key characters throughout the text;



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				<ul style="list-style-type: none"> Students will develop their ability to proof read, edit and revise their writing 	<p>interpretations to a text through academic writing.</p>	<p>where language has been used for a particular effect;</p> <ul style="list-style-type: none"> Students will have an understanding and be able to comment on current debates surrounding the media and representation, including free speech, fake news, deep fakes, the culture war; Students will know and understand how to structure an effective piece of journalism; Students will develop their ability to proof read, edit and revise their writing 	<ul style="list-style-type: none"> Students will know the central themes in the text; Students will know how to analyse a text for its language and structural devices; Students will develop their ability to make a written response revealing their interpretations of the text.
Links to the national curriculum	<ul style="list-style-type: none"> write clearly, accurately and coherently, adapting their language and style for a range of contexts, purposes and audiences summarise and organise material, and supporting ideas and arguments with any necessary factual detail apply their growing knowledge of vocabulary, grammar and text structure to their writing and selecting the appropriate form draw on knowledge of literary and rhetorical devices from their reading and listening to enhance the impact of their writing plan, draft, edit and proofread study the effectiveness and impact of the grammatical features of the texts they read draw on new vocabulary and grammatical constructions from their reading and listening, and using these consciously in their writing and speech to achieve particular effects know and understand the differences between spoken and written language use Standard English confidently in their own writing and speech discuss reading, writing and spoken language with precise and confident use of linguistic and literary terminology use Standard English confidently in a range of formal and informal contexts, including classroom discussion participate in formal debates and structured discussions, summarising and/or building on what has been said 	<ul style="list-style-type: none"> a study from the literary heritage and from the 19th century draw on knowledge of the purpose, audience for and context of the writing, including its social, historical and cultural context and the literary tradition to which it belongs, to inform evaluation identifying and interpreting themes, ideas and information exploring aspects of plot, characterisation, events and settings, the relationships between them and their effects seeking evidence in the text to support a point of view, including justifying inferences with evidence 	<ul style="list-style-type: none"> draw on knowledge of the purpose, audience and context of the writing, including its social, historical and cultural context to inform evaluation analysing a writer's choice of vocabulary, form, grammatical and structural features, and evaluating their effectiveness and impact adapting their writing for a wide range of purposes and audiences: to describe, narrate <p>paying attention to the accuracy and effectiveness of grammar, punctuation and spelling.</p>	<ul style="list-style-type: none"> a study from the 20th century draw on knowledge of the purpose, audience for and context of the writing, including its social, historical and cultural context and the literary tradition to which it belongs, to inform evaluation identifying and interpreting themes, ideas and information exploring aspects of plot, characterisation, events and settings, the relationships between them and their effects seeking evidence in the text to support a point of view, including justifying inferences with evidence analysing a writer's choice of vocabulary, form, grammatical and structural features, and evaluating their effectiveness and impact 	<ul style="list-style-type: none"> write clearly, accurately and coherently, adapting their language and style for a range of contexts, purposes and audiences summarise and organise material, and supporting ideas and arguments with any necessary factual detail apply their growing knowledge of vocabulary, grammar and text structure to their writing and selecting the appropriate form draw on knowledge of literary and rhetorical devices from their reading and listening to enhance the impact of their writing plan, draft, edit and proofread study the effectiveness and impact of the grammatical features of the texts they read draw on new vocabulary and grammatical constructions from their reading and listening, and using these consciously in their writing and speech to achieve particular effects know and understand the differences between spoken and written language, including differences associated with formal and informal registers, and between Standard English and other varieties of English use Standard English confidently in their own writing and speech discuss reading, writing and spoken language with precise and confident use of linguistic and literary terminology* 	<ul style="list-style-type: none"> a study from the literary heritage and from the 19th century; a study from the 20th century; at least one play by Shakespeare drawing on knowledge of the purpose, audience for and context of the writing, including its social, historical and cultural context and the literary tradition to which it belongs, to inform evaluation analysing a writer's choice of vocabulary, form, grammatical and structural features, and evaluating their effectiveness and impact making critical comparisons, referring to the contexts, themes, characterisation, style and literary selecting and organising ideas, facts and key points, and citing evidence, details and quotation effectively and pertinently for support and emphasis 	
Previous content that this topic builds upon	In Years 5 and 6, students will have been taught how to plan, evaluate and edit their own writing. They will have also continued their study of vocabulary, grammar and punctuation and how to use this accurately but also for effect. This unit will continue to	This unit builds upon students' prior understanding of Victorian England taught in 'Rags and Riches' in Y8 and also in their History lessons. Students will also continue to enhance their understanding of how writers use language and structure to shape their narratives as explored in Y7 and 8.	This unit builds upon students' KS2/3 understanding of how to plan their writing by identifying audience and purpose, selecting the appropriate form and using other similar writing as models for their own. They will have been exposed to speeches in the 'Legacy of War' scheme in Y8 and will	Through studying various dystopian texts, students will be introduced to a new genre of writing. They will build upon their existing knowledge of key themes and ideas prevalent in other works of literature as well their ability	This unit builds upon students' KS2 understanding of how to plan their writing by identifying audience and purpose, selecting the appropriate form and using other similar writing as models for their own. They will have also been taught the importance of evaluating and editing their work by:	This unit builds upon prior knowledge of Shakespeare taught in Year 7 and 8 including context and the features of a play. Students will enhance their skills of reading, annotating and analysing a play as well as also have a greater	



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		build upon this existing knowledge but in the context of descriptive writing.		have some understanding of famous orators from their studies in History. Students will continue to develop and apply their understanding of how to use grammar and punctuation accurately and effectively.	to explore how writers use their work to reflect on societal issues.	assessing the effectiveness of their own writing; proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning and proofreading for spelling and punctuation errors. It also builds upon previous KS3 schemes including the Art of Rhetoric for persuasive techniques and writing for purpose/audience, and key themes/ topics explored in Gender Through the Ages and Diverse Voices.	understanding of how to apply contextual knowledge to their analysis of texts.
Key vocabulary	cacophony; engulfed; ethereal; impenetrable; incandescent; incessant; iridescent; kaleidoscope; pervading/permeating; plethora alliteration; figurative language; metaphor; motif; onomatopoeia; personification; sensory language; simile; structure	Didactic; charlatanism; constitution; automaton; languidly; incongruous; avarice; sagacity; profound; whimsical; vagabond; ubiquitous; enigma	Aristotle; logos; ethos; pathos; judicial; epideictic; deliberative; pronouns; modal verbs; allusion; analogy; syllogism; counterargument; rhetorical devices; paralinguistic; prosodic	dystopia; utopia; despotism; apocalypse; dehumanize; revolution; protagonist; antagonist; conformity; propaganda; allusion; symbolism; freewill; perception; oppression; bureaucratic; totalitarian; anarchy; socialism; utilitarianism; avarice; equality; egalite; surveillance; censorship; dictatorship; omnipresent; omnipotent; institutionalised; censorship; regime	prejudice; political spectrum; left-wing; right-wing; patriarchy; sensationalism; broadsheet; tabloid; media representation; attribution; banner; b copy; break; by-line; correspondent; cutline; exclusive; feature; folio; hard news; investigative reporting; masthead; op-ed page; press release; puffery; row back; source; verification; bias; editorial, tabloid; broadsheet; yellow journalism; libel; slant.	Anagnorisis; antagonist; antistrophe; audience; catharsis; catastrophe; chorus; hamartia; hubris; Machiavellian; pathos; peripeteia; plot; soliloquy; three unities; tragedy; tragic hero	
Development of cultural capital	In their discussion of texts, students will develop their cultural capital by exploring ideas linked to imperialism, freedom, politics and philosophy. They will consider the influence of context on the constructions of texts and the impact on the reader.	In their discussion of Sign of Four, students will develop their cultural capital by exploring ideas linked to Empire and Imperialism. YouTube clips/documentaries about Victorian England are shown to enhance students' understanding of context.	The scheme builds on the ability of students to listen and respect ideas from around the class and also ones that are from a range of texts. In their discussion of texts, students will develop their cultural capital by exploring ideas linked to racism, discrimination, immigration, war, the monarchy, morality and life chances. YouTube clips/documentaries are shown to enhance students' understanding of the contextual period each of the texts were written in as well as the writers themselves.	In their discussion of texts, students will develop their cultural capital by exploring ideas linked to freedom: politics: gender and the government. They will explore how dystopian literature draws upon societal fears and raises philosophical questions surrounding human nature. The scheme will build students' awareness of different social and political environments and the potential consequences that may arise when those systems are disrupted.	In their discussion of the media, students will develop their cultural capital by exploring ideas linked to bias, prejudice, politics and gender. They will consider the impact of the media in shaping our moral and political views about the world in which we live.	This scheme will provide students with another opportunity to explore the world of Shakespeare, having already studied two texts in full. In their discussion of Macbeth, students will develop their cultural capital by exploring ideas linked to religion: the supernatural: gender and identity: patriarchy and morality. *Other texts will be added to this scheme.	
Development of reading	The unit focuses on exploring high quality fictions texts to support students in their understanding of how to craft descriptive pieces. Students explore a number of texts from our literary heritage as well as a range of fiction by contemporary authors: Heart of Darkness by Joseph Conrad; Rebecca by Daphne du Maurier; Frankenstein by Mary Shelley; Dracula by Bram Stoker; The Hobbit by JRR Tolkien; Of Mice and Men by John Steinbeck; Jamaica Inn by Daphne Du Maurier and Boy 87 by Ele Fountain.	Active reading of the novel is encouraged with comprehension activities built in throughout. Students also build upon their knowledge of and discuss contextual information surrounding the Victorian Gothic. Oracy is used to develop students' personal response to the novel's ideas and themes which in turn supports their academic writing.	At the start of the unit, students spend a considerable amount of time exploring the origins of rhetoric in order to help them understand the concept of the Aristotelian triad: ethos, logos, pathos. The unit focuses on exploring high quality non-fiction texts to support students in their understanding of how to craft well written speeches. Students explore a number of famous speeches by the following writers: King George; Dolores Ibarruri; Abraham Lincoln; Adolf Hitler; Alicia Garza; Martin Luther King; Winston Churchill; William Shakespeare; Barack and Michelle Obama, Donald Trump and Greta Thunberg.	Students will be reading a number of high-quality fiction extracts including 1984 by George Orwell; The Handmaid's Tale by Margaret Atwood; Brave New World by Aldous Huxley; Animal Farm by George Orwell; Lord of the Flies by William Golding and The Hunger Games by Suzanne Collins. Contextual information relating to the time period is also explored in order to enhance students' understanding of how these works reflect the political, social and cultural contexts in which they were written. Active reading of the texts is encouraged with comprehension activities built in throughout.	Students will read a range of non-fiction articles throughout the scheme to consolidate their understanding of the conventions associated with the text type. Close reading to identify and analyse the use of linguistic devices and grammatical constructions will help students improve their reading skills, and promote a greater depth of reading. Re-reading their own written work for the purposes of self-assessment and improvement will also be a key focus. Oracy is used to discuss/challenge the perspective/attitudes towards topics of interest.	There is a continued focus on supporting students understanding of Shakespeare's language (as well as the language used in other texts) including exploring etymology to help them make connections between words. The text is studied in full with multiple lessons being assigned to a close reading of key scenes/extracts. Students also explore and discuss contextual information surrounding the play's construction. Oracy is used to develop students' personal response to the play's ideas and themes and support their academic writing.	



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				Students also read the contextual information pertaining to the period of time the speeches were written in.			
	Concepts –what will students be able to do at the end of the topic	Students will be able to write a descriptive piece using the drop in, shift, zoom x 2, return/link method. They will understand the importance of editing and will utilise this to enhance their writing further.	Students will be able to comment on the intended rationale of Doyle and be able to write an extended written response to an exam question.	Students will be able to write and deliver a rhetorical speech suitable for their intended target audience and purpose. They will understand the importance of editing and will utilise this to enhance their writing further.	Students will develop their skills of analysis and in turn be able to write an extended response focused on the theme of power and control.	Students will be able to write a range of journalistic articles that are specifically tailored for different audiences and purposes. They will understand the importance of editing and will utilise this to enhance their writing further.	Students will develop their skills of annotation and become confident when approaching a text. They will also be able to write an extended written response to an exam question.
Year Group		Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Year 10	Topic	J.B. Priestley’s An Inspector Calls	Dickens’ A Christmas Carol	English Language Paper 1	Macbeth	Power and Conflict Poetry	English Language Paper 2
	Core knowledge from this topic	<ul style="list-style-type: none"> Students will know and understand what life was like in Edwardian Britain; Students will know and understand the political ideologies of capitalism, socialism and communism and their importance to the play; Students will know the difference in contexts of 1912 and 1945 and how these shape interpretations of the text; Students will know the dramatic conventions of a playscript; Students will know the conventions of a morality play; Students will know the plot of the play; Students will know how Priestley presents key characters throughout the play and their purpose; Students will know the central themes in the play such as responsibility, greed, class, gender, appearance v reality; Students will develop their knowledge of how to analyse a text for its structure and language Students will develop their knowledge of how to write their interpretations to a text through academic writing. 	<ul style="list-style-type: none"> Students will know and understand what life was like in Victorian Britain; Students will know the plot of the novella; Students will know what each of the characters represent; Students will know the central themes of the novella such as Christmas, family, greed, social injustice, poverty, redemption; Students will develop their knowledge of how to analyse a text for its language and structure Students will develop their knowledge of how to write their interpretations to a text through academic writing. 	<ul style="list-style-type: none"> Students will know how to interpret ideas; Student will know how to use supporting evidence for ideas; Students will know how language is used in different ways to create effects in texts; Students will know how writers use narrative and descriptive techniques to capture the interest of readers Students will know how different ways of structuring texts can have effects; Students will know to evaluate texts and support their ideas with appropriate textual reference; Students will develop their understanding of Freytag’s pyramid and the broader strokes of narrative structure; Students will develop their understanding of how to use sentence structures and punctuation for effect; Students will develop their ability to proof read, edit and revise their writing 	<ul style="list-style-type: none"> Students will know and understand the major plot points of Macbeth; Students will understand the beliefs and ideas of those in Shakespeare’s society; Students will know and understand how Shakespeare presents key characters throughout the play; Students will know the central themes in the play, such as ambition, greed, the supernatural, gender, fate v freewill; kingship; good v evil. Students will know how to analyse a text for its language and structural devices; Students will develop their ability to make a written response revealing their interpretations of the text. 	<ul style="list-style-type: none"> Students will know and understand the meaning of the poem Ozymandias; Students will know and understand the meaning of the poem London; Students will know and understand the meaning of the poem My Last Duchess; Students will know and understand the meaning of the poem Tissue; Students will know and understand the meaning of the poem Checking Out My History; Students will know and draw together points of comparison between the poems studied; Students will know how to structure an effective comparative response. 	<ul style="list-style-type: none"> Students will develop their knowledge of how to interpret implicit and explicit information; Students will know how to synthesise information from two texts; Students will develop their knowledge of how to analyse a text for language; Students will develop their knowledge of how to identify two attitudes from two texts and compare methods; Students will develop their knowledge of how to write an explanation or an argument for a range of forms and audiences. Students will develop their understanding of how to use sentence structures and punctuation for effect; Students will develop their ability to proof read, edit and revise their writing
	Links to the national curriculum (if applicable)	<ul style="list-style-type: none"> a study from the literary heritage and from the 20th century draw on knowledge of the purpose, audience for and context of the writing, including its social, historical and cultural context and the literary tradition to which it belongs, to inform evaluation; identifying and interpreting themes, ideas and information exploring aspects of plot, characterisation, events and settings, the relationships between them and their effects 	<ul style="list-style-type: none"> A study from the literary heritage and from the 19th century drawing on knowledge of the purpose, audience for and context of the writing, including its social, historical and cultural context and the literary tradition to which it belongs, to inform evaluation identifying and interpreting themes, ideas and information exploring aspects of plot, characterisation, events and settings, the relationships between them and their effects 	<ul style="list-style-type: none"> read in different ways for different purposes: analyse language and structure and evaluate ideas and information explore aspects of plot, characterisation, events and settings, the relationships between them and their effects seek evidence in the text to support a point of view, including justifying inferences with evidence analyse a writer’s choice of vocabulary, form, grammatical and structural features, and 	<ul style="list-style-type: none"> at least one play by Shakespeare drawing on knowledge of the purpose, audience for and context of the writing, including its social, historical and cultural context and the literary tradition to which it belongs, to inform evaluation analysing a writer’s choice of vocabulary, form, grammatical and structural features, and evaluating their effectiveness and impact making critical comparisons, referring to the contexts, themes, characterisation, style and literary 	<ul style="list-style-type: none"> poetry since 1789, including representative Romantic poetry draw on knowledge of the purpose, audience for and context of the writing, including its social, historical and cultural context and the literary tradition to which it belongs, to inform evaluation identifying and interpreting themes, ideas and information seeking evidence in the text to support a point of view, including justifying inferences with evidence 	<ul style="list-style-type: none"> read in different ways for different purposes: summarise and synthesise, analyse and draw comparisons of ideas and information analyse a writer’s choice of vocabulary, form, grammatical and structural features, and evaluating their effectiveness and impact seek evidence in the text to support a point of view, including justifying inferences with evidence



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	seeking evidence in the text to support a point of view, including justifying inferences with evidence	<ul style="list-style-type: none"> seeking evidence in the text to support a point of view, including justifying inferences with evidence 	<ul style="list-style-type: none"> evaluating their effectiveness and impact adapt their writing for a wide range of purposes and audiences: to describe, narrate select and organise ideas, facts and key points, and cite evidence, details and quotation effectively and pertinently for support and emphasis pay attention to the accuracy and effectiveness of grammar, punctuation and spelling. 	<ul style="list-style-type: none"> selecting and organising ideas, facts and key points, and citing evidence, details and quotation effectively and pertinently for support and emphasis 		<ul style="list-style-type: none"> adapt their writing for a wide range of purposes and audiences: to argue and explain select and organise ideas, facts and key points, and cite evidence, details and quotation effectively and pertinently for support and emphasis pay attention to the accuracy and effectiveness of grammar, punctuation and spelling.
Previous content that this topic builds upon	This unit builds upon the contextual knowledge covered across KS3 regarding society's attitudes to class, gender and patriarchy as well as the skill of language analysis.	This unit builds upon students' prior understanding of Victorian England taught in 'Rags and Riches' in Y8 and also in their History lessons. Students will also continue to enhance their understanding of how writers use language and structure to shape their narratives as explored in Y7 and 8.	This unit builds upon many of the reading skills introduced and developed at KS3 and also in Autumn 1 of Year 10. This unit also revisits written skills taught across KS3, particularly the 'Once Upon a Time' scheme which focused on narrative writing. Prior knowledge of some texts is used (e.g., Of Mice and Men) to support the cognitive load of students as they develop the knowledge of the skills needed for the question.	This unit builds upon prior knowledge of Shakespeare taught in Year 7 and 8 including context, conventions of tragedy and the features of a play.	This unit builds upon the poetry units studied in Year 7 and 8 as well as the poetry already studied in the Power and Conflict anthology. Students will be familiar with the Romantic movement as well as a range of poetic techniques and forms. They will develop their ability to analyse a writer's techniques as well as draw comparisons.	This unit builds upon many of the reading skills introduced and developed at KS3 by preparing students for GCSE style examination. This unit also revisits written skills taught across KS3, particularly the 'The Art of Rhetoric' and 'The world around me' scheme in Y9 which focused on public speaking and journalism.
Key vocabulary	Edwardian; socialism; capitalism; connotations; responsibility; dramatic irony; foreshadowing; stage directions	Allegory; antithesis; political diatribe; zeitgeist; allusion; omniscient narrator; didactic Miserly; philanthropist; parsimonious; spectre; benevolence; melancholy; penitent	inferences; linguistic device; structure; analepsis; prolepsis; narrative perspective; foreshadowing; foreboding; cyclical structure; exposition; rising action; climax; falling action; denouement; evaluate; word/phrase level; figurative language; linguistic device; moral; narrative; descriptive	Iambic Pentameter; Trochaic Tetrameter; Literary Tragedy including hamartia; betrayal; regicide; masculinity; femininity; chain of being; divine right; Catholicism; Protestantism; soliloquy;	assonance; couplet; diction; enjambment; form; free verse; imagery; iambic pentameter; iambic tetrameter; refrain; rhyme; romanticism; quatrain; sonnet; stanza; structure; voice; volta	implicit; explicit; inference; linguistic device; figurative language; authorial intent; synthesis; attitude; perspective; viewpoint; comparison; transactional; argue; explain; discourse markers; topic sentences; counterargument; rhetoric; ethos; logos; pathos
Development of cultural capital	In their discussion of An Inspector Calls, students will develop their cultural capital by exploring ideas linked to sexism, patriarchy, social class, poverty and social responsibility. Students reflect on how the play is still relevant to today's society and today's context. For example, students consider the purpose of society and the individual and how the two interact. A range of film and TV adaptations are shown to support understanding of plot but also encourage students to reflect on the impact of a director's choice. Where possible, an enrichment opportunity will be provided for students to watch a performance of the play at the theatre.	In their discussion of A Christmas Carol, students will develop their cultural capital by exploring ideas linked to family, social class, poverty and social responsibility. Students reflect on how the novel is still relevant to today's society and context. For example, students consider whether the economic and social conflict within society exists and the importance of philanthropy. Youtube clips/documentaries about Victorian England are shown to enhance students understanding of context. A range of film adaptations are shown to support understanding of plot but also encourage students to reflect on the impact of a director's choice. Where possible, an enrichment opportunity will be provided for students to watch a performance of the play at the theatre.	The scheme builds on the ability of students to listen and respect ideas from around the class as well as those explored in the text. In their discussion of texts, students will develop their cultural capital by exploring/challenging ideas linked to gender, power, freedom, empowerment and mental health.	This is the third Shakespeare play in three years that students will have studied. In their discussion of Macbeth, students will develop their cultural capital by exploring ideas linked to religion, the supernatural, gender and identity, patriarchy and morality. For example, the context of 1606 is discussed and in particular, why The Gunpowder Plot was so significant; issues of kingship relating to King James of Scotland and England are taught and the play's relevance to today – and references to contemporary politicians' unchecked ambition is also considered.	By their very nature, all poems broaden students' cultural capital. In particular, Checking Out My History allows students the opportunity to appreciate Black historical figures who have been marginalised in education whilst Tissue invites them to consider the permutations mankind has on life and the natural world.	The scheme builds on the ability of students to listen and respect ideas from around the class as well as those explored in the text. In their discussion of texts, students will develop their cultural capital by exploring/challenging ideas linked to bias, gender, poverty, mental health and the criminal justice system.
Development of reading	Students draw upon their existing knowledge of Shakespeare's plays at KS3 in order to further explore the differences between prose and script	Active reading of the novel is encouraged with comprehension activities built in throughout. Students also build upon their knowledge of and	As with the unit taught in Autumn 1, this scheme explicitly develops reading with a range of high-quality and engaging fiction texts used and actively	There is a continued focus on supporting students understanding of	The scheme is taught so that students read the poem first and have to understand the meaning of the poem, before analysis is made. This ensures	By the unit's nature, this scheme explicitly develops reading with a range of high-quality non-fiction texts (taken from the 19 th and 21 st century) used



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		and the impact this has on conveying meaning. Active reading and performance of the play is encouraged with comprehension activities built in throughout. Students also explore and discuss contextual information surrounding the play's construction. Oracy is used to develop students' personal response to the play's ideas and themes which in turn supports their academic writing.	discuss contextual information surrounding the novel's construction such as the Poor Law and Malthusian theory. Oracy is used to develop student's personal response to the novel's ideas and themes which in turn supports their academic writing.	discussed in class. Some of these include: Tales of a Troubled Land by Alan Paton; Daphne Du Maurier's Birds; One Flew Over the Cuckoo's Nest by Ken Kesey; Peter Benchley's Jaws; The Handmaid's Tale by Margaret Atwood and To Kill a Mockingbird by Harper Lee. Students are assessed on their ability to comprehend; draw inferences; evaluate a writer's choice of language and structure and evaluate and these skills are explicitly taught/built upon throughout alongside introducing them to unfamiliar vocabulary. Through their study of reading, students will also equip themselves with the knowledge and skills necessary to improve their narrative/descriptive writing which is also covered and assessed in section B of Paper 1.	Shakespeare's language including exploring etymology to help them make connections between words. The text is studied in full with multiple lessons being assigned to a close reading of key scenes. Oracy is used to develop student's personal response to the play's ideas and themes and support their academic writing. Students also explore and discuss contextual information surrounding the play's construction as well as critical essays and theories to develop interpretation and support potential A Level study.	that reading for meaning is promoted and students are encouraged to develop independence when reading challenging texts. Students also explore and discuss contextual information surrounding each poem. Oracy is not only used to develop students' personal response to each poem's ideas and themes but also to discuss/challenge contrasting interpretation which in turns supports their academic writing.	and actively discussed in class. Some of these include: Toast by Nigel Slater; an article about Stormzy; texts on prisons (a 20 th and 19 th century text); a text on Charles Dicken's experience of Greenwich; a contemporary article on Glastonbury; Beggars of Britain by Tony Parsons; a contemporary article focused on depression. Students are assessed on their ability to comprehend; draw inferences, summarise and synthesise; evaluate writer's choices and compare and these skills are explicitly taught throughout alongside introducing them to unfamiliar vocabulary. Through their study of reading, students will also equip themselves with the knowledge and skills necessary to improve their writing which is also covered and assessed in section B of Paper 2.
	Concepts –what will students be able to do at the end of the topic	Students will be able to comment on the intended rationale of J.B Priestley and be able to write an extended written response to an exam question.	Students will be able to comment on the intended rationale of Dickens and be able to write an extended written response to an exam question.	Students will learn the skills required, and then prepare themselves for an assessment on Paper 1 English Language.	Students will develop their skills of annotation and become confident when approaching a Shakespeare text. They will also be able to write an extended written response to an exam question.	Students will be able to confidently recognise a poem's meaning and be able to explain the writers' intentions and how contexts effect the meaning of a poem. They will be able to write a response in the form of a timed essay.	Students will learn the skills required, and then prepare themselves for an assessment on Paper 2 English Language. <i>This unit also provides students with applied skills for example letter writing, public speaking and journalism.</i>
Year Group		Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Year 11	Topic	English Language Paper 2 Dickens' A Christmas Carol	English Language Paper 1 J.B Priestley's An Inspector Calls	English Language Paper 2 Power and Conflict Poetry	English Language Paper 1 Shakespeare's Macbeth		
	Core knowledge from this topic	English Language Paper 2 <ul style="list-style-type: none"> Students will enhance their knowledge of how to interpret implicit and explicit information; Students will enhance their knowledge of how to synthesise information from two texts; Students will enhance their knowledge of how to analyse a text for language; Students will enhance their knowledge of how to identify two attitudes from two texts and compare methods; Students will enhance their knowledge of how to write an explanation or an argument for a range of forms and audiences. Literature <ul style="list-style-type: none"> Students will enhance their understanding of plot, characters and themes in A Christmas Carol; 	English Language Paper 1 <ul style="list-style-type: none"> Students will enhance their knowledge of how to interpret ideas; Student will enhance their knowledge of how to use supporting evidence for ideas; Students will enhance their knowledge of how language is used in different ways to create effects in texts; Students will enhance their knowledge of how different ways of structuring texts can have effects; Students will enhance their knowledge of how to write to narrate/describe Students will enhance their knowledge of how to edit and revise their writing Literature <ul style="list-style-type: none"> Students will enhance their understanding of plot, characters and themes in AIC; 	English Language Paper 2 <ul style="list-style-type: none"> Students will enhance their knowledge of how to interpret implicit and explicit information; Students will enhance their knowledge of how to synthesise information from two texts; Students will enhance their knowledge of how to analyse a text for language; Students will enhance their knowledge of how to identify two attitudes from two texts and compare methods; Students will enhance their knowledge of how to write an explanation or an argument for a range of forms and audiences. Literature <ul style="list-style-type: none"> Students will know and understand the meaning of the poem The Prelude; 	English Language Paper 1 <ul style="list-style-type: none"> Students will enhance their knowledge of how to interpret ideas; Student will enhance their knowledge of how to use supporting evidence for ideas; Students will enhance their knowledge of how language is used in different ways to create effects in texts; Students will enhance their knowledge of how different ways of structuring texts can have effects; Students will enhance their knowledge of how to write to narrate/describe Students will enhance their knowledge of how to edit and revise their writing English Language Paper 2 <ul style="list-style-type: none"> Students will enhance their knowledge of how to interpret implicit and explicit information; 		



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	<ul style="list-style-type: none"> Students will know and explore how critical theory can be applied to the text; Students will enhance their understanding of how to write an analytical essay. 	<ul style="list-style-type: none"> Students will know and explore how critical theory can be applied to the text; Students will enhance their understanding of how to write an analytical essay. 	<ul style="list-style-type: none"> Students will know and understand the meaning of the poem SoTI; Students will know and understand the meaning of the poem Kamikaze; Students will know and understand the meaning of the poem The Emigree; Students will know and understand the meaning of the poem War Photographer; Students will know and draw together points of comparison between the poems studied; Students will continue to develop their knowledge of how to structure an effective comparative response 	<ul style="list-style-type: none"> Students will enhance their knowledge of how to synthesise information from two texts; Students will enhance their knowledge of how to analyse a text for language; Students will enhance their knowledge of how to identify two attitudes from two texts and compare methods; Students will enhance their knowledge of how to write an explanation or an argument for a range of forms and audiences. <p>Literature</p> <ul style="list-style-type: none"> Students will enhance their understanding of plot, characters and themes in Macbeth; Students will know and explore how critical theory can be applied to the text; Students will enhance their understanding of how to write an analytical essay. 		
Links to the national curriculum (if applicable)	<p>Language</p> <ul style="list-style-type: none"> analyse a writer's choice of vocabulary, form, grammatical and structural features; evaluate their effectiveness and impact; synthesise and compare methods; adapting their writing for a wide range of purposes and audiences: to describe, narrate, explain and argue <p>Literature</p> <ul style="list-style-type: none"> Students will develop their knowledge of how to analyse a text for its structure and language Students will develop their knowledge of how to write their interpretations to a text through academic writing. 	<p>Language</p> <ul style="list-style-type: none"> analyse a writer's choice of vocabulary, form, grammatical and structural features and evaluate their effectiveness and impact; adapting their writing for a wide range of purposes and audiences: to describe, narrate. <p>Literature</p> <ul style="list-style-type: none"> Students will develop their knowledge of how to analyse a text for its structure and language Students will develop their knowledge of how to write their interpretations to a text through academic writing. 	<p>Language</p> <ul style="list-style-type: none"> analyse a writer's choice of vocabulary, form, grammatical and structural features; evaluate their effectiveness and impact; synthesise and compare methods; adapting their writing for a wide range of purposes and audiences: to describe, narrate, explain and argue <p>Literature</p> <ul style="list-style-type: none"> Students will develop their knowledge of how to analyse a text for its structure and language Students will develop their knowledge of how to write their interpretations to a text through academic writing. 	<p>Language</p> <ul style="list-style-type: none"> analyse a writer's choice of vocabulary, form, grammatical and structural features; evaluate their effectiveness and impact; synthesise and compare methods; adapting their writing for a wide range of purposes and audiences: to describe, narrate, explain and argue <p>Literature</p> <ul style="list-style-type: none"> Students will develop their knowledge of how to analyse a text for its structure and language Students will develop their knowledge of how to write their interpretations to a text through academic writing. 		
Previous content that this topic builds upon	The Literature scheme is explicitly developing the knowledge and learning from two units ago. Prior knowledge of a variety of historical contexts will help to reduce cognitive load.	Both the Language and Literature units of study draw upon students' existing study of the knowledge and skills taught in Y10.	Both the Language and Literature units of study draw upon students' existing study of the knowledge and skills taught in Y10.	Both the Language and Literature units of study draw upon students' existing study of the knowledge and skills taught in Y10.		
Key vocabulary	implicit; explicit; inference; linguistic device; figurative language; authorial intent; synthesis; attitude; perspective; viewpoint; comparison; transactional; argue; explain; discourse markers; topic sentences; counterargument; rhetoric; ethos; logos; pathos	inferences; linguistic device; structure; analepsis; prolepsis; narrative perspective; foreshadowing; foreboding; cyclical structure; exposition; rising action; climax; falling action; denouement; evaluate; word/phrase level; figurative language; linguistic device; moral; narrative; descriptive	implicit; explicit; inference; linguistic device; figurative language; authorial intent; synthesis; attitude; perspective; viewpoint; comparison; transactional; argue; explain; discourse markers; topic sentences; counterargument; rhetoric; ethos; logos; pathos	inferences; linguistic device; structure; analepsis; prolepsis; narrative perspective; foreshadowing; foreboding; cyclical structure; exposition; rising action; climax; falling action; denouement; evaluate; word/phrase level; figurative language; linguistic device; moral; narrative; descriptive		
Development of cultural capital	The language scheme builds on the ability of students to listen and respect	The language scheme builds on the ability of students to listen and respect	The language scheme builds on the ability of students to listen and respect	The language scheme builds on the ability of students to listen and respect		



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		ideas from around the class. The texts explored in Paper 2 cover the culture of surfing as well as man vs nature. <i>In Literature, students continue to reflect on how the novel is still relevant to today's society and today's context.</i>	ideas from around the class. The text explored in Paper 1 covers stereotypes. In Literature, students continue to reflect on how the play is still relevant to today's society and today's context.	ideas from around the class. The text explored in Paper 1 covers time travel and whilst the texts explored in Paper 2 cover the culture of cycling. <i>In Literature, students continue to reflect on how the poems are still relevant to today's society and today's context.</i> <i>Where possible, an enrichment opportunity will be provided for students to attend Poetry Live.</i>	ideas from around the class. The text explored in Paper 1 covers family relationships whilst the texts explored in Paper 2 attitudes to travel as well as technology and progress. <i>In Literature, students continue to reflect on how the play is still relevant to today's society and today's context.</i>		
	Development of reading	The unit focuses on reading, understanding and the exploration of an autobiographical account from 'The Crossing' by Cracknell and Fogle and an extract from 'Idle Days in Patagonia' by W H Hudson. <i>Students will also have an opportunity to explore a range of high-quality extracts from other writers to support their understanding of how narratives are developed.</i> <i>For Literature, key parts of the text will be re-visited with a focus on considering their importance in highlighting characterisation, themes and context. Students will explore and discuss critical essays and theories to develop interpretation and support potential A Level study.</i> <i>Oracy will continue to be used to develop students' personal response to the play's ideas and themes and support their academic writing.</i>	The unit focuses on reading, understanding and the exploration of an extract taken from 'The Mill' by H E Bates. <i>Students will also have an opportunity to explore a range of high-quality extracts from other writers to support their understanding of how transactional writing is developed.</i> <i>For Literature, key scenes will be re-visited with a focus on considering their importance in highlighting characterisation, themes and context. Students will explore and discuss critical essays and theories to develop interpretation and support potential A Level study.</i> <i>Oracy will continue to be used to develop students' personal response to the play's ideas and themes and support their academic writing.</i>	The unit focuses on reading, understanding and the exploration of an extract taken from Clive James' autobiography and an extract from a magazine article on the topic of sweets published in 1868. <i>Students will also have an opportunity to explore a range of high-quality extracts from other writers to support their understanding of how narratives are developed.</i> <i>For Literature, key parts of each poem will be re-visited with a focus on drawing comparisons in relation to ideas and themes.</i> <i>Oracy will continue to be used to develop students' personal response to the play's ideas and themes and support their academic writing.</i>	The unit focuses on reading, understanding and the exploration of an extract taken from 'Half of a Yellow Sun' by Chimamanda Adichie. <i>Students will also have an opportunity to explore a range of high-quality extracts from other writers to support their understanding of how narratives are developed.</i> <i>For Literature, key scenes will be re-visited with a focus on considering their importance in highlighting characterisation, themes and context. Students will explore and discuss critical essays and theories to develop interpretation and support potential A Level study.</i> <i>Oracy will continue to be used to develop students' personal response to the play's ideas and themes and support their academic writing.</i>		
	Concepts –what will students be able to do at the end of the topic	Students will be able to answer a range of questions which interrogate two non-fiction texts. They will be able to compare the attitudes of both writers against a given theme and hone their skills of argue and explain. Students will develop and refine their ability to write an analytical response to Dickens' text and have planned for a number of exam questions based around character/themes/ideas.	Students will be able to answer a range of questions which interrogate an extract taken from a fictional source. They will be able to evaluate against a statement and hone their skills of describe and narrate. Students will develop and refine their ability to write an analytical response to Priestley's text and have planned for a number of exam questions based around character/themes/ideas.	Students will be able to answer a range of questions which interrogate two non-fiction texts. They will be able to compare the attitudes of both writers against a given theme and hone their skills of argue and explain. Students will be able to confidently recognise a poem's meaning and be able to explain the writers' intentions and how contexts effect the meaning of a poem. They will be able to write a response in the form of a timed essay and compare two poems by a theme.	Students will be able to answer a range of questions which interrogate an extract taken from a fictional source. They will be able to evaluate against a statement and hone their skills of describe and narrate. Students will develop and refine their ability to write an analytical response to Shakespeare's text and have planned for a number of exam questions based around character/themes/ideas.		