



## English Curriculum Overview Plan 24/25

### 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		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 7	Topic	Origins of Literature Ovid's Classical Myths	The Modern Novel: A Monster Calls	Shakespeare's Merchant of Venice	Holmes' The Speckled Band	Diverse Voices	Gender through the Ages
	Core knowledge from this topic	<ul style="list-style-type: none"><li>● Students will know and understand Ovid's Metamorphosis and its broad subject matter;</li><li>● Students will know the importance of oral storytelling in history;</li><li>● Students will know and explore a range of key themes and concepts and link their relevance to modern society;</li><li>● Students will know how to write an effective description using the drop in, shift, zoom x 2, return/link method;</li><li>● Students will know how writers establish mood and atmosphere in their writing;</li><li>● Students will know how writers use vocabulary and sensory language to enrich descriptions;</li><li>● Students will know and explore how writers use literary techniques for effect;</li><li>● Students will know how writers use a range of sentence structures and punctuation for effect;</li></ul>	<ul style="list-style-type: none"><li>● Students will know the plot of the novel;</li><li>● Students will know the central themes in the novel;</li><li>● Students will know what it means to be different and how we regard difference;</li><li>● Students will build on their understanding of genre, and how genres may overlap.</li><li>● Students will continue to develop their understanding of how myths, legends and modern stories evolve over time.</li><li>● Students will develop an understanding of moral meaning/allegory.</li><li>● Students will develop their knowledge of how to analyse a text for its structure and language</li><li>● Students will learn how to write responses to a language question, using the What/How/Why structure.</li><li>● Students will know and understand the writer's intentions and influences when writing the novel.</li></ul>	<ul style="list-style-type: none"><li>● Students will know and understand the major plot points of Merchant of Venice;</li><li>● Students will understand the beliefs and ideas of those in Shakespeare's society;</li><li>● Students will know and understand how Shakespeare presents key characters throughout the play;</li><li>● Students will explore the human condition and how familial and romantic love can powerfully impact that;</li><li>● Students will explore themes of racism and prejudice, gaining an insight into the presentation of cultural and racial differences during the Renaissance period and discussing how these issues still impact individuals and world events today (particularly anti-Semitism);</li><li>● Students will understand the concepts of patriarchy, gender roles and the function of marriage, questioning if this still has the same function today;</li></ul>	<ul style="list-style-type: none"><li>● Students will know and understand what life was like in Victorian Britain;</li><li>● Students will understand the conventions of the detective fiction genre;</li><li>● Students will know the plot of the short stories;</li><li>● Students will know how Doyle presents key characters throughout the short stories and their purpose;</li><li>● Students will know the central themes of the short stories such as evil and justice, Victorian fear and paranoia, greed and female vulnerability;</li><li>● Students will develop their knowledge of how to analyse a text for its language and structure</li><li>● Students will be able to evidence their understanding of how to analyse texts for language and structure through annotations of key scenes;</li><li>● Students will understand how writers build a sense of tension</li></ul>	<ul style="list-style-type: none"><li>● Students will know and understand the meaning of a variety of poems from authors around the world and from different cultures;</li><li>● Students will know and explore how poetic techniques, structure and form can produce different effects for different audiences.</li><li>● Students will know how the poets' lives and historical contexts influence the poems studied;</li><li>● Students will know how to draw comparisons between texts on a given theme or idea;</li><li>● Students will know how to write an analytical response which includes their own interpretations of the range of poems studied.</li><li>● Students will enhance their understanding of the themes, interpretations and emotional responses to poetry.</li><li>● Students will be able to collaborate with others in order to solve the problems with effective planning</li></ul>	<ul style="list-style-type: none"><li>● Students will know and understand the representation of gender across different literary periods (Middle English, Renaissance, Romantic and Post Modern);</li><li>● Students will understand and explore traditional character archetypes that are founded on gender expectations and stereotypes (damsel in distress and femme fatale);</li><li>● Students will know and understand how patriarchy is an ideological construct historically entrenched within society;</li><li>● Students will know how gender inequality is embedded within the discourses in society (literature; non-fiction; advertisements; spoken language);</li><li>● Students will further explore the concept of toxic masculinity and how this serves to oppress men;</li><li>● Students will know and explore the subversion of traditional gender roles in contemporary literature;</li></ul>



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		<ul style="list-style-type: none"><li>Students will know how to create an effective plan for their writing</li><li>Students will continue to develop their ability to proof read, edit and revise their writing</li></ul>	<ul style="list-style-type: none"><li>Students will develop their knowledge of how to write their interpretations to a text through academic writing.</li></ul>	<ul style="list-style-type: none"><li>Students will know the central themes in the play such as greed, love, violence, conflict, family, relationships and fate;</li><li>Students will analyse how Shakespeare's use of language and form affect the audience;</li><li>Students will build their understanding of dramatic conventions and techniques.</li><li>Students will know how to analyse a text for its language and structural devices.</li><li>Students will develop their ability to make a written response revealing their interpretations of the text.</li></ul>	<p>and suspense through language and structure;</p> <ul style="list-style-type: none"><li>Students will develop their knowledge of how to write their interpretations to a text through academic writing.</li></ul>	<ul style="list-style-type: none"><li>Students will be able to craft their own poems</li><li>Students will study the following poems: 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.</li></ul>	<ul style="list-style-type: none"><li>Students will develop their ability to respond to previously unseen texts and analyse language closely, using the What/How/Why structure</li></ul>
	<b>Links to the national curriculum</b>	<ul style="list-style-type: none"><li>write clearly, accurately and coherently, adapting their language and style for a range of contexts, purposes and audiences</li><li>summarise and organise material, and supporting ideas and arguments with any necessary factual detail</li><li>apply their growing knowledge of vocabulary, grammar and text structure to their writing and selecting the appropriate form</li><li>draw on knowledge of literary and rhetorical devices from their reading and listening to enhance the impact of their writing</li><li>plan, draft, edit and proofread</li><li>study the effectiveness and impact of the grammatical features of the texts they read</li><li>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</li><li>know and understand the differences between spoken and written language</li><li>use Standard English confidently in their own writing and speech</li><li>discuss reading, writing and spoken language with precise and confident use of linguistic and literary terminology</li><li>use Standard English confidently in a range of formal and informal contexts, including classroom discussion</li></ul>	<ul style="list-style-type: none"><li>develop an appreciation and love of reading, and read increasingly challenging material</li><li>understand increasingly challenging texts through:</li><li>learn new vocabulary, relating it explicitly to known vocabulary and understanding it with the help of context and dictionaries</li><li>making inferences and referring to evidence in the text</li><li>know the purpose, audience for and context of the writing and drawing on this knowledge to support comprehension</li><li>know how language, including figurative language, vocabulary choice, grammar, text structure and organisational features, presents meaning</li><li>study setting, plot, and characterisation, and the effects of these</li><li>understand how the work of dramatists is communicated effectively through performance and how alternative staging allows for different interpretations of a play</li><li>use Standard English confidently in a range of formal and informal contexts, including classroom discussion</li><li>participate in formal debates and structured discussions, summarising and/or building on what has been said</li></ul>	<ul style="list-style-type: none"><li>this unit fits within the national curriculum requirement to study two Shakespeare plays.</li><li>develop an appreciation and love of reading, and read increasingly challenging material independently through reading works by Shakespeare</li><li>learn new vocabulary, relating it explicitly to known vocabulary and understanding it with the help of context and dictionaries</li><li>making inferences and referring to evidence in the text</li><li>know the purpose, audience for and context of the writing and drawing on this knowledge to support comprehension</li><li>know how language, including figurative language, vocabulary choice, grammar, text structure and organisational features, presents meaning</li><li>study setting, plot, and characterisation, and the effects of these</li><li>study the effectiveness and impact of the grammatical features of the texts they read</li><li>discuss reading, writing and spoken language with precise and confident use of linguistic and literary terminology</li><li>understand how the work of dramatists is communicated effectively through performance and how alternative staging allows for</li></ul>	<ul style="list-style-type: none"><li>a study from the literary heritage and from the 19th century</li><li>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 analysis;</li><li>know how language, including figurative language, vocabulary choice, grammar, text structure and organisational features, presents meaning</li><li>develop an appreciation and love of reading, and read increasingly challenging material independently through reading works by Conan Doyle</li><li>identifying and interpreting themes, ideas and information;</li><li>exploring aspects of plot, characterisation, events and settings, the relationships between them and their effects</li><li>developing a greater understanding of the evolution of literary traditions through the study of both an influential historical time period, and through texts that informed an entire genre of writing.</li><li>seeking evidence in the text to support a point of view, including justifying inferences with evidence</li></ul>	<ul style="list-style-type: none"><li>develop an appreciation and love of reading, and read increasingly challenging material independently through reading both pre-1914 and contemporary poetry</li><li>learn new vocabulary, relating it explicitly to known vocabulary and understanding it with the help of context and dictionaries</li><li>making inferences and referring to evidence in the text</li><li>know the purpose, audience for and context of the writing and drawing on this knowledge to support comprehension</li><li>know how language, including figurative language, vocabulary choice, grammar, text structure and organisational features, presents meaning</li><li>study the effectiveness and impact of the grammatical features of the texts they read</li><li>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</li><li>discuss reading, writing and spoken language with precise and confident use of linguistic and literary terminology*</li><li>participate in formal debates and structured discussions, summarising and/or building on what has been said</li><li>improvise, rehearse and perform poetry in order to generate languages and</li></ul>	<ul style="list-style-type: none"><li>develop an appreciation and love of reading, and read increasingly challenging material</li><li>learn new vocabulary, relating it explicitly to known vocabulary and understanding it with the help of context and dictionaries</li><li>making inferences and referring to evidence in the text</li><li>know the purpose, audience for and context of the writing and drawing on this knowledge to support comprehension</li><li>know how language, including figurative language, vocabulary choice, grammar, text structure and organisational features, presents meaning</li><li>study setting, plot, and characterisation, and the effects of these</li><li>study the effectiveness and impact of the grammatical features of the texts they read</li><li>discuss reading, writing and spoken language with precise and confident use of linguistic and literary terminology</li><li>use Standard English confidently in a range of formal and informal contexts, including classroom discussion</li><li>participate in formal debates and structured discussions, summarising and/or building on what has been said</li></ul>



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		<ul style="list-style-type: none"><li>participate in formal debates and structured discussions, summarising and/or building on what has been said</li></ul>		<p>different interpretations of a play</p> <ul style="list-style-type: none"><li>participate in formal debates and structured discussions, summarising and/or building on what has been said</li></ul> <p>improvise, rehearse and perform play scripts in order to generate languages and discuss language use and meaning, using role, intonation, tone, volume, mood, silence, stillness and action to add impact</p>		<p>discuss language use and meaning, using role, intonation, tone, volume, mood, silence, stillness and action to add impact</p>	
	<b>Previous content that this topic builds upon</b>	<p>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 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>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 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>	<p>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: 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 builds upon students' prior understanding of genre and the conventions of genre explored in 'A Monster Calls'. It also supports development of their understanding of the Victorian period taught in their history lessons.</p> <p>Students will also continue to enhance their understanding of how writers use language and structure to shape their narratives as explored in 'A Monster Calls' and 'The Merchant of Venice', continuing to develop their ability to use the What/How/Why structure for their responses.</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>Students' study of The Merchant of Venice in the Spring 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 explore gender across different literary periods, drawing comparisons between the representation of men and women within the discourses in society.</p>
	<b>Key vocabulary</b>	<p><b>Subject-specific literacy</b></p> <ul style="list-style-type: none"><li>Atmosphere</li><li>Cyclical</li><li>Imagery</li><li>Mood</li><li>Omniscient narrator</li><li>Setting</li><li>Simple, compound and complex sentences.</li><li>Temporal Shifts</li><li>Word class (concrete nouns, abstract nouns, pronouns)</li><li>Simile</li><li>Figurative language</li><li>Personification</li><li>Sensory language</li><li>Structure</li></ul> <p><b>Key vocabulary</b> metamorphosis; myth; generosity; colossal; ornate; intricate; divine; benevolent; perilous; menacing; formidable; luxurious</p>	<p><b>Subject-specific literacy</b></p> <ul style="list-style-type: none"><li>Antagonist/Protagonist</li><li>Characterisation</li><li>Genre</li><li>Conventions</li><li>Narrative structure</li><li>Omniscient narrator</li><li>Motif</li><li>Perspective</li><li>Setting</li><li>Symbolism</li><li>Theme</li><li>Flashback</li><li>Foreshadowing</li><li>Atmosphere and mood</li></ul> <p><b>Key vocabulary</b> anguish; distress; inferior; melancholy; nostalgia; pariah; pensive; pessimistic; sentimental; strain</p>	<p><b>Subject-specific literacy</b></p> <ul style="list-style-type: none"><li>Antithesis/Foil</li><li>Dramatic irony</li><li>Evaluate</li><li>Iambic pentameter</li><li>Imagery</li><li>Monologue/ soliloquy</li><li>Motif</li><li>Stagecraft</li><li>Stock character</li><li>Symbolism</li><li>Foreshadowing</li><li>(Shakespearean) Comedy</li><li>Context</li></ul> <p><b>Key vocabulary</b> abhor; avarice; prejudice; intolerance; resentment; entitlement; supremacy; virtues; equity; vengeful</p>	<p><b>Subject-specific literacy</b></p> <ul style="list-style-type: none"><li>Protagonist/Antagonist</li><li>Genre</li><li>Context</li><li>Conventions</li><li>Cliché</li><li>Climax</li><li>Foreboding</li><li>Foreshadowing</li><li>Motif</li><li>Red-herring</li><li>Suspense</li><li>Symbolism</li><li>Tension</li><li>Annotation</li></ul> <p><b>Key vocabulary</b> disdain; deduction; duplicity; exploitation; brutality; devious; perceptive; astute; degenerate; malicious; heroic</p>	<p><b>Subject-specific literacy</b></p> <ul style="list-style-type: none"><li>Sounds: rhythm, rhyme, couplet, alliteration, onomatopoeia.</li><li>Figurative: imagery, simile, metaphor, personification</li><li>Stanza</li><li>Tone/Mood</li><li>Blank verse</li><li>Caesura</li><li>Hyperbole</li><li>Juxtaposition</li><li>Blank verse</li><li>Allusion</li><li>Context</li></ul> <p><b>Key Vocabulary</b> Prejudice; inequality; tolerance; race; institutionalised racism; homophobia; classism; injustice; stereotype</p>	<p><b>Subject-specific literacy</b></p> <ul style="list-style-type: none"><li>Aristotle</li><li>Renaissance</li><li>Postmodern</li><li>Romanticism</li><li>Stereotype</li><li>Media</li><li>Convention</li><li>Idioms</li><li>Gendered language</li><li>Archetypal character</li><li>Femme fatale</li><li>Damsel in distress</li></ul> <p><b>Key Vocabulary</b> Prejudice; feminism; masculinity; femininity; equality; misogyny; construct; male gaze; stereotype; beauty standards</p>





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	<b>Development of cultural capital</b>	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.	Through their study of the novel, students be provided with the opportunity to gain new perspectives on issues related to identity and social cohesion. Students will also explore reactions to difficult topics such as being a young carer, severe/terminal illness and the mental processes involved in grieving.	In their discussion of The Merchant of Venice, students will develop their cultural capital by exploring ideas linked to patriarchy, racism/prejudice and gender roles. Students will gain an enriched insight into the human condition and how strong emotions such as greed, anger, embarrassment and 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.  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 and cultural/religious friction throughout the play); PSHE (exploring the ethics of Shylock’s business deal and refusal to be lenient, plus exploration of the injustice and anti-Semitism demonstrated by other characters towards him); Business Studies (Shakespeare had shares in the playhouses and combined his artistic flare with shrewd business acumen.)	In their discussion of The Speckled Band/The Copper Beeches, students will develop their cultural capital by exploring ideas linked to patriarchy, the development of British culture, Empire and wealth inequality. Guided Reading Sheets about Victorian England are shown to enhance students' understanding of context.	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 class 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.	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. They will understand how media portrayals and literary tradition has formed gender roles and stereotypes, allowing them to scrutinise the world around them with a more discerning view.
	<b>Development of reading</b>	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 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.	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.  Students are taught and assessed on their ability to read critically, studying setting, plot and characterisation and the effects of these.	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, as well as carefully reading scenes in order to consider the text in performance and practice performing themselves.	Active reading of the short stories is encouraged with comprehension activities built in throughout. Students also read non-fiction texts as part of independent but guided reading practice to develop contextual knowledge.  Oracy and group presentation is used to develop students’ personal response to the stories’ ideas and themes which in turn supports their academic writing.	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.  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.	The scheme will require students to explore a wide range of literary texts and non-literary texts (media clips, news articles and spoken transcripts) in order to analyse the construction of gender in different contexts. They will also engage in literature which discusses concepts and ideas such as modern feminism as well as considering the impact of the suffragette movement and discussions around masculinity.  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.



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						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.	
	<b>Concepts –what will students be able to do at the end of the topic</b>	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 write an informed, analytical response to questions on the writer’s use of language, using the What/How/Why structure.	Students will be able to evaluate a statement based on their interpretation of a statement linked to the character of Shylock. They will continue to develop their use of the What/How/Why structure when crafting these responses.	Students will be able to comment on the intended rationale of Doyle and be able to annotate several extracts and produce a written response using the What/How/Why structure.	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 comparative essay.	Students will have an increased understanding of the representation of men and women in Literature and will explore the historical presentation of femininity and respond to a language question using the What/How/Why structure.
<b>Year Group</b>		<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
<b>Year 8</b>	<b>Topic</b>	<b>Tales of Terror Gothic Literature</b>	<b>Social Inequality and Injustice</b>	<b>Sheriff’s Journey’s End</b>	<b>Then and Now Victorian Literature</b>	<b>The Romantics and Rebellion</b>	<b>The Art of Rhetoric</b>
	<b>Core knowledge from this topic</b>	<ul style="list-style-type: none"><li>Students will know the conventions of Gothic Literature;</li><li>Students will know how plot, characters, and themes lead into interpretation of ideas;</li><li>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.</li><li>Students will build on their knowledge of how writers build tension throughout a narrative (as previously introduced in the Sherlock Holmes scheme;</li><li>Students will know and explore key themes highlighted in Gothic Literature such as religion, power and constraint;</li><li>Students will know how the presentation of characters in literature and film has changed over time;</li><li>Students will know key contextual information regarding the 19<sup>th</sup> Century such as the supernatural and religion; Students will know to creative their own Gothic narrative.</li></ul>	<ul style="list-style-type: none"><li>Students will know and understand what dystopia is and the creation of the literary genre;</li><li>Students will know the conventions of dystopian literature;</li><li>Students will know how writers created repressive imaginary worlds and totalitarian regimes in order to explore 20th-century political concerns.</li><li>Students will know and explore the themes typically covered in dystopian fiction: control and order, survival, loss of individualism and freedom and chaos;</li><li>Students will develop their knowledge of how to analyse a text for its structure and language</li><li>Students will know how to make informed, analytical responses through evaluation of plot, characterisation, themes and setting.</li><li>Students will know and understand the writer’s intentions and influences when writing dystopian literature;</li><li>Students will develop their knowledge of how to write their interpretations to a text through academic writing.</li></ul>	<ul style="list-style-type: none"><li>Students will know and understand the major plot points of Journey’s End;</li><li>Students will understand the beliefs and ideas of those in Edwardian Britain;</li><li>Students will know and understand how Sheriff presents key characters throughout the play;</li><li>Students will know the central themes in the play such as heroism, cowardice, comradeship, class and the futility of war;</li><li>Students will analyse how Sheriff’s use of language and form affect the audience;</li><li>Students will build their understanding of dramatic conventions and techniques.</li><li>Students will know how to analyse a text for its language and structural devices;</li><li>Students will develop their ability to make a written response revealing their interpretations of the text.</li></ul>	<ul style="list-style-type: none"><li>Students will know and understand life in Victorian England;</li><li>Students will know the importance of the Victorian era in the cultural development of Britain</li><li>Students will know and understand the beliefs and ideas of Victorian society towards class, education, crime, medicine and poverty;</li><li>Students will know and draw comparisons between the beliefs and ideas of Victorian writers compared to contemporary views;</li><li>Students will know and understand different ways writers express their opinions on class, education, crime, medicine and poverty (articles, essays, letters);</li><li>Students will know and understand how to discern a person’s attitude/viewpoint through analysis of their writing;</li><li>Students will be able to define tone and be able to identify a writer’s tone through their use of language and grammatical structures.</li></ul>	<ul style="list-style-type: none"><li>Students will know and understand the influence of the romantic movement on poetry</li><li>Students will know and explore the characteristics of romantic poetry including the power of nature, revolution, the sublime, imagination, melancholy, supernaturalism and subjectivity.</li><li>Students will know and explore the themes typically covered in Romantic poetry such as: love/relationships; power/conflict; time/place; youth/age</li><li>Students will know and explore the conventions of lyrical poems and how this popular form was used by the Romantics</li><li>Students will know and explore how the following poets defined Romantic poetry: Blake, Wordsworth, Coleridge, Byron, Shelley and Keats</li><li>Students will build their understanding of poetic techniques such as: simile; metaphor; personification; alliteration; repetition; imagery; caesura; enjambment; rhyming couplets and meter.</li></ul>	<ul style="list-style-type: none"><li>Students will know and understand what rhetoric is;</li><li>Students will know and understand the history of rhetoric;</li><li>Students will know and understand the Aristotelian triad (ethos, logos and pathos)</li><li>Students will know and understand different types of rhetorical speeches (judicial, epideictic, deliberative)</li><li>Students will know and understand the classical structure of speech (the 6-stage rhetorical structure)</li><li>Students will know and understand the different types of rhetorical and linguistic techniques that writers use to appeal to ethos, logos and pathos</li><li>Students will know and understand the importance of paralinguistic and prosodic features in the delivery of speeches;</li><li>Students will develop their understanding of how to use sentence structures and punctuation for effect;</li><li>Students will develop their ability to poof read, edit and revise their writing</li></ul>
	<b>Links to the national curriculum</b>	<ul style="list-style-type: none"><li>develop an appreciation and love of reading, and read</li></ul>	<ul style="list-style-type: none"><li>develop an appreciation and love of reading, and read increasingly challenging</li></ul>	<ul style="list-style-type: none"><li>develop an appreciation and love of reading, and read</li></ul>	<ul style="list-style-type: none"><li>develop an appreciation and love of reading, and read</li></ul>	<ul style="list-style-type: none"><li>develop an appreciation and love of reading, and read increasingly challenging</li></ul>	<ul style="list-style-type: none"><li>draw on knowledge of the purpose, audience and context</li></ul>



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		<p>increasingly challenging material including pre-1914 prose</p> <ul style="list-style-type: none"><li>• learn new vocabulary, relating it explicitly to known vocabulary and understanding it with the help of context and dictionaries</li><li>• making inferences and referring to evidence in the text</li><li>• know the purpose, audience for and context of the writing and drawing on this knowledge to support comprehension</li><li>• know how language, including figurative language, vocabulary choice, grammar, text structure and organisational features, presents meaning</li><li>• study setting, plot, and characterisation, and the effects of these</li><li>• study the effectiveness and impact of the grammatical features of the texts they read</li><li>• discuss reading, writing and spoken language with precise and confident use of linguistic and literary terminology*</li></ul>	<p>material including 20th century</p> <ul style="list-style-type: none"><li>• 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</li><li>• identifying and interpreting themes, ideas and information</li><li>• exploring aspects of plot, characterisation, events and settings, the relationships between them and their effects</li><li>• seeking evidence in the text to support a point of view, including justifying inferences with evidence</li><li>• analysing a writer's choice of vocabulary, form, grammatical and structural features, and evaluating their effectiveness and impact</li></ul>	<p>increasingly challenging material independently including contemporary drama</p> <ul style="list-style-type: none"><li>• learn new vocabulary, relating it explicitly to known vocabulary and understanding it with the help of context and dictionaries</li><li>• making inferences and referring to evidence in the text</li><li>• know the purpose, audience for and context of the writing and drawing on this knowledge to support comprehension</li><li>• know how language, including figurative language, vocabulary choice, grammar, text structure and organisational features, presents meaning</li><li>• study setting, plot, and characterisation, and the effects of these</li><li>• study the effectiveness and impact of the grammatical features of the texts they read</li><li>• discuss reading, writing and spoken language with precise and confident use of linguistic and literary terminology</li><li>• understand how the work of dramatists is communicated effectively through performance and how alternative staging allows for different interpretations of a play</li><li>• participate in formal debates and structured discussions, summarising and/or building on what has been said improvise, rehearse and perform play scripts in order to generate languages and discuss language use and meaning, using role, intonation, tone, volume, mood, silence, stillness and action to add impact</li></ul>	<p>increasingly challenging material including pre-1914 prose</p> <ul style="list-style-type: none"><li>• learn new vocabulary, relating it explicitly to known vocabulary and understanding it with the help of context and dictionaries</li><li>• making inferences and referring to evidence in the text</li><li>• know the purpose, audience for and context of the writing and drawing on this knowledge to support comprehension</li><li>• know how language, including figurative language, vocabulary choice, grammar, text structure and organisational features, presents meaning</li><li>• study the effectiveness and impact of the grammatical features of the texts they read</li><li>• discuss reading, writing and spoken language with precise and confident use of linguistic and literary terminology</li><li>• use Standard English confidently in a range of formal and informal contexts, including classroom discussion</li></ul>	<p>material independently including pre-1914 poetry</p> <ul style="list-style-type: none"><li>• learn new vocabulary, relating it explicitly to known vocabulary and understanding it with the help of context and dictionaries</li><li>• making inferences and referring to evidence in the text</li><li>• know the purpose, audience for and context of the writing and drawing on this knowledge to support comprehension</li><li>• know how language, including figurative language, vocabulary choice, grammar, text structure and organisational features, presents meaning</li><li>• study the effectiveness and impact of the grammatical features of the texts they read</li><li>• 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</li><li>• discuss reading, writing and spoken language with precise and confident use of linguistic and literary terminology*</li><li>• use Standard English confidently in a range of formal and informal contexts, including classroom discussion</li><li>• participate in formal debates and structured discussions, summarising and/or building on what has been said</li><li>• improvise, rehearse and perform poetry in order to generate languages and discuss language use and meaning, using role, intonation, tone, volume, mood, silence, stillness and action to add impact</li></ul>	<p>of the writing, including its social, historical and cultural context to inform evaluation</p> <ul style="list-style-type: none"><li>• analysing a writer's choice of vocabulary, form, grammatical and structural features, and evaluating their effectiveness and impact</li><li>• adapting their writing for a wide range of purposes and audiences: to describe, narrate</li><li>• paying attention to the accuracy and effectiveness of grammar, punctuation and spelling.</li></ul>
	<b>Previous content that this topic builds upon</b>	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.	Developing on their previous study on genre in Y7 (AMC) and Y8 (ToT), students will be introduced to a new genre of writing and build a broader historical understanding of the evolution of literary trends. They will build upon their existing knowledge of key themes and ideas prevalent in other works of	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: drawing inferences such as characters' feelings, thoughts and motives from their	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	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. This will then have been developed in the Diverse Voices poetry scheme in Year 7. Students will have considered how	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 non-fiction texts in 'Then and Now' and will have some





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			literature as well their ability to explore how writers use their work to reflect on societal issues.	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.	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.	texts are 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.	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.
	Key vocabulary	<b>Subject-specific literacy</b> <ul style="list-style-type: none"><li>Gothic</li><li>Narrative</li><li>Convention</li><li>Structure</li><li>Exposition</li><li>Setting</li><li>Omniscient narrator</li><li>Limited third-person narrator</li><li>Personification</li><li>Metaphor</li><li>Pathetic Fallacy</li><li>Suspense</li><li>Tension</li></ul> <b>Key vocabulary</b> afflicted, anguish, annihilate, apprehensions, decomposing, despair, dilapidated, enigma, entrapment, forbidding, grotesque, hopeless, imagery, lamentable, lifeless, mournfully, obscured, sinister, torturous, withered, wretched	<b>Subject-specific literacy</b> <ul style="list-style-type: none"><li>Dystopian</li><li>Utopia</li><li>Protagonist/Antagonist</li><li>Narrative</li><li>Convention</li><li>Dialogue</li><li>Structure</li><li>Exposition</li><li>Setting</li><li>Characterisation</li><li>Omniscient narrator</li><li>Limited third-person narrator</li><li>Personification</li><li>Metaphor</li><li>Pathetic Fallacy</li><li>Suspense</li><li>Tension</li></ul> <b>Key vocabulary</b> apocalypse; dehumanize; revolution; conformity; propaganda; freewill; perception; oppression; totalitarian; anarchy; socialism; avarice; equality; surveillance; censorship; dictatorship;	<b>Subject-specific literacy</b> <ul style="list-style-type: none"><li>Dialogue</li><li>Stage directions</li><li>Setting</li><li>Props</li><li>Symbolism</li><li>Characterisation</li><li>Motif</li><li>Foreshadowing</li><li>Tragic hero</li><li>Irony</li><li>Juxtaposition</li></ul> <b>Key vocabulary</b> Trench warfare; camaraderie; censorship; masculinity; patriotism; naturalism; futility; heroism; repression; PTSD	<b>Subject-specific literacy</b> <ul style="list-style-type: none"><li>Comparison</li><li>Similarities/Differences</li><li>Tone</li><li>Formality</li><li>Attitude</li><li>Perspective</li><li>Non-fiction</li><li>Form</li><li>Purpose</li><li>Audience</li><li>Emotive language</li><li>Hyperbole</li><li>Statistics</li></ul> <b>Key vocabulary</b> Class, squalor, deprivation, welfare, industrial revolution, poor law, workhouse, social reform, philanthropy, urbanisation, conversely, likewise	<b>Subject-specific literacy</b> <ul style="list-style-type: none"><li>Poem</li><li>Verse</li><li>Stanza</li><li>Meter</li><li>Enjambment</li><li>Caesura</li><li>Structure</li><li>Speaker</li><li>Rhyme scheme</li><li>Lyric ballad</li><li>Romanticism</li><li>Simile</li><li>Metaphor</li><li>Personification</li><li>Alliteration</li><li>Repetition</li><li>Symbolism</li></ul> <b>Key vocabulary</b> Philosophy, industrial revolution, urbanisation, Enlightenment, oppression, sublime, criticise, individualism, virtue, corruption, tranquillity	<b>Subject-specific literacy</b> <ul style="list-style-type: none"><li>Aristotle</li><li>Logos</li><li>Ethos</li><li>Pathos</li><li>Judicial</li><li>Epideictic</li><li>Deliberative</li><li>Pronouns</li><li>Modal verbs</li><li>Allusion</li><li>Analogy</li><li>Counterargument</li><li>Rhetorical devices</li><li>Paralinguistic</li><li>Prosodic</li></ul> <b>Key vocabulary</b> Undeniably, irrefutably, intolerably, remarkably, considerably, immensely, exacerbate, injustice, empower, influence
	Development of cultural capital	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 the impacts of the enlightenment, religion, gender, otherness, power and cultural heritage. 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.	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.  Students will also be able to recognise the cultural impact that many dystopian texts have had, such as understanding the term ‘Big Brother’ and other iconic phrases from influential works. This	In their discussion of ‘Journey’s End,’ students will develop their cultural capital by exploring the psychological impacts of war, class distinctions, and evolving societal roles. They will gain insight into the human condition under stress, the breakdown of heroism, and complexities of leadership in wartime, fostering empathy and critical thinking. By examining the interactions between characters of different social backgrounds, students will explore the rigid class system of early 20th-century Britain and its lasting influence on modern society. This will lead to discussions about the progression of social equality and the lingering effects of class on modern social dynamics.	Through the study of Victorian non-fiction texts, 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. They will understand how the Victorian era was formative for the creation of modern institutions and policies (for example, mental institutions, state schools, hospitals). They will also develop their understanding of the cultural heritage of the local area of Atherstone, as well as the national picture.	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.	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.



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			will also be linked to modern Young Adult fiction to see how popular Hollywood films have been influenced by literary traditions and adapted from iconic texts (such as The Hunger Games, Divergent, The Maze Runner)	This unit of study allows cross curricular links to History (historical context of the play, societal changes, propaganda and perception of the play and its themes.			
	<b>Development of reading</b>	Students will read a number of high-quality fiction extracts and short stories from the late 18 <sup>th</sup> and 19 <sup>th</sup> century as well as a small selection of contemporary texts. 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 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.	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.  Active reading of the texts is encouraged with comprehension activities built in throughout.	As well as the full text being read, students also read contextual information pertaining to Edwardian Britain. There are multiple lessons where a close reading of a key scene is required.	Students will read a wide range of non-fiction texts from the 19 <sup>th</sup> and 21 <sup>st</sup> century including works by Charles Dickens. Exposure to 19 <sup>th</sup> century literature will effectively prepare students for their study of A Christmas Carol and Language Paper 2.  Students will be assessed on their ability to compare writer’s attitudes/viewpoints and this skill will be taught explicitly throughout the scheme.	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.	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 also read the contextual information pertaining to the period of time the speeches were written in.
	<b>Concepts –what will students be able to do at the end of the topic</b>	Students will be able to produce a narrative which imitates the style of Gothic Literature. They will use the WE section from our WE CRAM narrative writing frame.	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 in a modern-day fiction text, developing their use of the What/How/Why structure established in Y7.	Students will be able to write an extended response focused on the dramatic performance of a key scene, demonstrating their understanding of how theatrical elements such as staging, dialogue, and character interactions contribute to the play’s impact and meaning.	Students will become more confident in their analysis of 19 <sup>th</sup> century as well as 21 <sup>st</sup> century non-fiction texts and will be able to write a comparative response focused on writers’ viewpoints.	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 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.
<b>Year Group</b>		<b>Autumn Term 1</b>	<b>Autumn Term 2</b>	<b>Spring Term 1</b>	<b>Spring Term 2</b>	<b>Summer Term 1</b>	<b>Summer Term 2</b>
<b>Year 9</b>	<b>Topic</b>	<b>The Journey</b>	<b>Jekyll and Hyde</b>	<b>Boom or Bust Steinbeck’s Of Mice and Men</b>	<b>Shakespeare’s Othello</b>	<b>Disturbed Voices</b>	<b>The World Around Me</b>
	<b>Core knowledge from this topic</b>	<ul style="list-style-type: none"><li>Students will know how to write an effective description using the drop in, shift, zoom x 2, return/link method;</li><li>Students will know how writers establish mood and atmosphere in their writing;</li><li>Students will know how writers use vocabulary and sensory language to enrich descriptions;</li><li>Students will know and explore how writers use literary techniques for effect;</li></ul>	<ul style="list-style-type: none"><li>Students will know and understand what life was like in Victorian Britain;</li><li>Students will know the plot of the novella;</li><li>Students will know how Stevenson presents key characters throughout the novella and their purpose;</li><li>Students will know the central themes of the novella such as evil and justice, Victorian fear, science versus the supernatural, and pseudo-psychological beliefs around criminal behaviour</li></ul>	<ul style="list-style-type: none"><li>Students will know the plot of the novel;</li><li>Students will know and understand how Steinbeck presents key characters throughout the novel;</li><li>Students will know and explore the key themes in the novel such as marginalisation, discrimination, dreams and loneliness;</li><li>Students will know and understand how Steinbeck’s language and structural choices can produce different effects throughout the novel</li></ul>	<ul style="list-style-type: none"><li>Students will know and understand the major plot points of Othello;</li><li>Students will know and understand the beliefs and ideas of those in Jacobean and 16<sup>th</sup> century Venetian society on topics such as racism; fear of the other; marriage and elopement;</li><li>Students will know the conventions of tragedy and how these are used throughout the play;</li><li>Students will know and understand how Shakespeare</li></ul>	<ul style="list-style-type: none"><li>Students will know and understand the meaning of a variety of poems from authors around the world and from different cultures;</li><li>Students will know and explore how poetic techniques, structure and form can produce different effects for different audiences.</li><li>Students will know how the poets’ lives and historical contexts influence the poems studied;</li></ul>	<ul style="list-style-type: none"><li>Students will know and understand what journalism is;</li><li>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 news article and opinion piece, tabloid versus broadsheet)</li><li>Students will have an understanding of the biases and factors that influence the media they consume;</li><li>Students will understand the rhetorical devices and linguistic techniques that are</li></ul>





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		<ul style="list-style-type: none"><li>Students will know what a motif is and understand how they are used in writing;</li><li>Students will know how writers use a range of sentence structures and punctuation for effect;</li><li>Students will understand the idea of ‘show not tell’ and how to build up a more sophisticated impression for their readers through a consistent semantic field and building of atmosphere;</li><li>Students will know how to create an effective plan for their writing</li><li>Students will continue to develop their ability to proof read, edit and revise their writing.</li></ul>	<ul style="list-style-type: none"><li>Students will be able to analyse the novella based on their understanding of historical, social and literary contexts;</li><li>Students will develop their knowledge of how to analyse a text for its language and structure</li><li>Students will develop their knowledge of how to write their interpretations to a text through academic writing;</li><li>Students will enhance their understanding of Gothic literature from Y8 Tales of Terror through studying a whole Gothic text.</li></ul>	<p>and influence their perception as a reader;</p> <ul style="list-style-type: none"><li>Students will know how to make informed, analytical responses through evaluation of plot, characterisation, themes and setting;</li><li>Students will know and understand Steinbeck’s intentions and influences when writing the novel; Students will know and explore the context surrounding the novel e.g. The Great Depression, America and the Dustbowl, Racism, and Steinbeck’s personal history.</li></ul>	<p>presents key characters throughout the play;</p> <ul style="list-style-type: none"><li>Students will know the central themes in the play such as love, jealousy, deception and treachery, justice, identity and military heroism and racism;</li><li>Students will know and understand how the play’s critique of racial and sexual injustice are contemporary issues still discussed in today’s society;</li><li>Students will know how misunderstanding, miscommunication and deception is central to the play’s tragedy;</li><li>Students will analyse how Shakespeare’s use of language and form effect the audience;</li><li>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;</li><li>Students will develop their understanding of dramatic conventions and techniques.</li></ul>	<ul style="list-style-type: none"><li>Students will know how to draw comparisons between texts on a given theme or idea;</li><li>Students will know how to write an analytical response which includes their own interpretations of the range of poems studied.</li><li>Students will enhance their understanding of the themes, interpretations and emotional responses to poetry.</li><li>Students will be able to collaborate with others in order to solve the problems with effective planning</li><li>Students will be able to craft their own poems</li><li>Students will study the following poems:</li></ul>	<p>employed in order to sensationalise, dramatise, inflame, undermine, distort and persuade in different forms of media;</p> <ul style="list-style-type: none"><li>Students will begin to learn how language shapes perspectives and meaning in relation to politically charged concepts and debates;</li><li>Students will learn how language and style is adapted to suit various purposes and target audiences;</li><li>Students will gain a foundational understanding of media terminology and techniques;</li><li>Students will develop their ability to think critically about news sources and be able to identify where language has been used for a particular effect;</li><li>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;</li><li>Students will know and understand how to structure an effective piece of journalism.</li></ul>
	<b>Links to the national curriculum</b>	<ul style="list-style-type: none"><li>write clearly, accurately and coherently, adapting their language and style for a range of contexts, purposes and audiences</li><li>summarise and organise material, and supporting ideas and arguments with any necessary factual detail</li><li>apply their growing knowledge of vocabulary, grammar and text structure to their writing and selecting the appropriate form</li><li>draw on knowledge of literary and rhetorical devices from their reading and listening to enhance the impact of their writing</li><li>plan, draft, edit and proofread</li><li>study the effectiveness and impact of the grammatical features of the texts they read</li><li>draw on new vocabulary and grammatical constructions from their reading and</li></ul>	<ul style="list-style-type: none"><li>a study from the literary heritage and from the 19th century</li><li>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</li><li>identifying and interpreting themes, ideas and information</li><li>exploring aspects of plot, characterisation, events and settings, the relationships between them and their effects</li><li>seeking evidence in the text to support a point of view, including justifying inferences with evidence</li></ul>	<ul style="list-style-type: none"><li>develop an appreciation and love of reading, and read increasingly challenging material</li><li>understand increasingly challenging texts</li><li>learn new vocabulary, relating it explicitly to known vocabulary and understanding it with the help of context and dictionaries</li><li>making inferences and referring to evidence in the text</li><li>know the purpose, audience for and context of the writing and drawing on this knowledge to support comprehension</li><li>know how language, including figurative language, vocabulary choice, grammar, text structure and organisational features, presents meaning</li></ul>	<ul style="list-style-type: none"><li>this unit fits within the national curriculum requirement to study two Shakespeare plays.</li><li>develop an appreciation and love of reading, and read increasingly challenging material independently through reading works by Shakespeare</li><li>learn new vocabulary, relating it explicitly to known vocabulary and understanding it with the help of context and dictionaries</li><li>making inferences and referring to evidence in the text</li><li>know the purpose, audience for and context of the writing and drawing on this knowledge to support comprehension</li><li>know how language, including figurative language, vocabulary</li></ul>	<ul style="list-style-type: none"><li>develop an appreciation and love of reading, and read increasingly challenging material independently through reading both pre-1914 and contemporary poetry</li><li>learn new vocabulary, relating it explicitly to known vocabulary and understanding it with the help of context and dictionaries</li><li>making inferences and referring to evidence in the text</li><li>know the purpose, audience for and context of the writing and drawing on this knowledge to support comprehension</li><li>know how language, including figurative language, vocabulary choice, grammar, text structure and organisational features, presents meaning</li><li>study the effectiveness and impact of the grammatical features of the texts they read</li></ul>	<ul style="list-style-type: none"><li>write clearly, accurately and coherently, adapting their language and style for a range of contexts, purposes and audiences</li><li>summarise and organise material, and supporting ideas and arguments with any necessary factual detail</li><li>apply their growing knowledge of vocabulary, grammar and text structure to their writing and selecting the appropriate form</li><li>draw on knowledge of literary and rhetorical devices from their reading and listening to enhance the impact of their writing</li><li>plan, draft, edit and proofread</li><li>study the effectiveness and impact of the grammatical features of the texts they read</li><li>draw on new vocabulary and grammatical constructions from their reading and</li></ul>



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		<p>listening, and using these consciously in their writing and speech to achieve particular effects</p> <ul style="list-style-type: none"><li>• know and understand the differences between spoken and written language</li><li>• use Standard English confidently in their own writing and speech</li><li>• discuss reading, writing and spoken language with precise and confident use of linguistic and literary terminology</li><li>• use Standard English confidently in a range of formal and informal contexts, including classroom discussion</li><li>• participate in formal debates and structured discussions, summarising and/or building on what has been said</li><li>•</li></ul>		<ul style="list-style-type: none"><li>• study setting, plot, and characterisation, and the effects of these</li><li>• understand how the work of dramatists is communicated effectively through performance and how alternative staging allows for different interpretations of a play</li><li>• use Standard English confidently in a range of formal and informal contexts, including classroom discussion</li><li>• participate in formal debates and structured discussions, summarising and/or building on what has been said</li></ul>	<p>choice, grammar, text structure and organisational features, presents meaning</p> <ul style="list-style-type: none"><li>• study setting, plot, and characterisation, and the effects of these</li><li>• study the effectiveness and impact of the grammatical features of the texts they read</li><li>• discuss reading, writing and spoken language with precise and confident use of linguistic and literary terminology*</li><li>• understand how the work of dramatists is communicated effectively through performance and how alternative staging allows for different interpretations of a play</li><li>• improvise, rehearse and perform play scripts in order to generate languages and discuss language use and meaning, using role, intonation, tone, volume, mood, silence, stillness and action to add impact</li></ul>	<ul style="list-style-type: none"><li>• 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</li><li>• discuss reading, writing and spoken language with precise and confident use of linguistic and literary terminology*</li><li>• participate in formal debates and structured discussions, summarising and/or building on what has been said</li><li>• improvise, rehearse and perform poetry in order to generate languages and discuss language use and meaning, using role, intonation, tone, volume, mood, silence, stillness and action to add impact</li></ul>	<p>listening, and using these consciously in their writing and speech to achieve particular effects</p> <ul style="list-style-type: none"><li>• 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</li><li>• use Standard English confidently in their own writing and speech</li><li>• discuss reading, writing and spoken language with precise and confident use of linguistic and literary terminology*</li><li>•</li></ul>
	<p><b>Previous content that this topic builds upon</b></p>	<p>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 build upon this existing knowledge but in the context of descriptive writing.</p> <p>In Year 8, students will have studied how to write the opening of a Gothic story, which focuses on establishing setting and atmosphere, which will overlap with the skills needed to write a fully descriptive piece.</p>	<p>This unit builds upon students’ prior understanding of Victorian England taught in ‘Then and Now’ 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, and in particular refreshing their understanding of the Gothic genre from Y8.</p>	<p>This unit builds upon prior knowledge and skills attained during the ‘Outsiders and Otherness’ scheme 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>This unit builds on students’ understanding of Shakespearean texts and the language he uses following on from their study of <i>The Merchant of Venice</i> 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 Monster Calls and race and prejudice from Diverse Voices 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>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. 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>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: 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.</p> <p>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.</p>



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	<p><b>Key vocabulary</b></p>	<p><b>Subject-specific literacy</b></p> <ul style="list-style-type: none"><li>• Description</li><li>• Structure</li><li>• Omniscient narrator</li><li>• Personification</li><li>• Metaphor</li><li>• Pathetic Fallacy</li><li>• Simile</li><li>• Sensory language</li><li>• Alliteration</li><li>• Onomatopoeia</li><li>• Semantic field</li><li>• Tone</li><li>• Audience</li><li>• Purpose</li></ul>	<p><b>Subject-specific literacy</b></p> <ul style="list-style-type: none"><li>• Novella</li><li>• Structure</li><li>• Context</li><li>• Plot</li><li>• Characterisation</li><li>• Genre</li><li>• Gothic</li><li>• Detective Fiction</li><li>• Tension</li><li>• Suspense</li><li>• Mystery</li><li>• Omniscient narrator</li><li>• Metaphor</li><li>• Pathetic Fallacy</li><li>• Simile</li><li>• Onomatopoeia</li><li>• Semantic field</li></ul>	<p><b>Subject-specific literacy</b></p> <ul style="list-style-type: none"><li>• Novella</li><li>• Structure</li><li>• Plot</li><li>• Context</li><li>• Characterisation</li><li>• Conflict</li><li>• Omniscient narrator</li><li>• Foreshadowing</li><li>• Symbolism</li><li>• Tension</li><li>• Atmosphere</li><li>• Allegory</li></ul>	<p><b>Subject-specific literacy</b></p> <ul style="list-style-type: none"><li>• Antithesis/Foil</li><li>• Dramatic irony</li><li>• Evaluate</li><li>• Iambic pentameter</li><li>• Imagery</li><li>• Monologue/ soliloquy</li><li>• Stagecraft</li><li>• Stock character</li><li>• Symbolism</li><li>• Foreshadowing</li><li>• (Shakespearean) Tragedy</li><li>• Context</li><li>• Structure</li><li>• Catharsis</li><li>• Machiavelli</li><li>• Jacobean</li><li>• Soliloquy</li><li>• Characterisation</li><li>• Hamartia</li></ul>	<p><b>Subject-specific literacy</b></p> <ul style="list-style-type: none"><li>• Alliteration</li><li>• Allusion</li><li>• Anaphora</li><li>• Assonance</li><li>• Blank verse</li><li>• Caesura</li><li>• Colloquial</li><li>• Congregation</li><li>• Connotations</li><li>• Enjambment</li><li>• Hyperbole</li><li>• Juxtaposition</li><li>• Personification</li><li>• Rhyme scheme</li><li>• Rhythm</li><li>• Stanza</li><li>• Tone</li></ul>	<p><b>Subject-specific literacy</b></p> <ul style="list-style-type: none"><li>• News article</li><li>• Opinion piece</li><li>• Journalism</li><li>• Tabloid</li><li>• Broadsheet</li><li>• Formality</li><li>• Register</li><li>• Tone</li><li>• Perspective</li><li>• Audience</li><li>• Purpose</li><li>• Presentational devices</li><li>• Masthead</li><li>• Strapline</li><li>• Sensationalism</li><li>• Neologism</li><li>• Bias</li><li>• Hyperbole</li><li>• Anecdote</li><li>• Political spectrum</li></ul>
	<p><b>Development of cultural capital</b></p>	<p>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.</p>	<p>In their discussion of Jekyll and Hyde, students will develop their cultural capital by exploring ideas linked to scientific developments, class, criminality etc. Guided reading sheets about Victorian England are shown to enhance students' understanding of context.</p>	<p>In studying one of the most popular American classic novels, students will be exposed to a different style of writing and thinking through Steinbeck's perspective of The Great Depression, The American Dream, Racism, Disability and violence. In their discussion of texts, students will develop their cultural capital by exploring ideas about America, inequality, prejudice, gender and power.</p> <p>Students will be challenged to discuss their views on the novel and compare it to modern British life and encouraged to draw both differences and similarities to the world around them.</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>Students will be learning about a wide variety of lived experiences through studying a diverse range of poets. In their discussion of poems, students will develop their cultural capital by exploring attitudes toward identity, individual expression, mental health, and emotional turmoil 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>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.</p>
	<p><b>Development of reading</b></p>	<p>The unit focuses on exploring high quality fictions texts to support students in their understanding of how to craft descriptive pieces.</p>	<p>Active reading of the novel is encouraged with comprehension activities built in throughout. Students also build upon their</p>	<p>As well as the full text being read, students also read contextual information pertaining to American during The Great Depression. There</p>	<p>As well as the full play script being read, students will also be reading additional contextual information</p>	<p>Students will read a range of poetry focussed on a different culture of identity including the following:</p>	<p>Students will read a range of non-fiction articles throughout the scheme to consolidate their understanding of the conventions</p>





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		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.	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.	are multiple lessons where students will be encouraged to read extracts of the text aloud.	and critical theory which explore the play’s central themes.  Oracy is used to develop students’ personal response to the play’s ideas and themes and support their academic writing.	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.	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.
	<b>Concepts –what will students be able to do at the end of the topic</b>	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-style question using the What/How/Why structure.	Students will be able to comment on how two characters and their relationship together are presented through the writer’s use of language and be able to write an extended response using the What/How/Why structure.	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 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 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.
<b>Year Group</b>		<b>Autumn Term 1</b>	<b>Autumn Term 2</b>	<b>Spring Term 1</b>	<b>Spring Term 2</b>	<b>Summer Term 1</b>	<b>Summer Term 2</b>
<b>Year 10</b>	<b>Topic</b>	<b>Priestley’s An Inspector Calls</b>	<b>Power and Conflict Poetry</b>	<b>Shakespeare’s Macbeth</b>		<b>Dickens’ A Christmas Carol</b>	<b>English Language Paper 1 &amp; Spoken Language</b>
	<b>Core knowledge from this topic</b>	<ul style="list-style-type: none"><li>Students will know and understand what life was like in Edwardian Britain;</li><li>Students will know and understand the political ideologies of capitalism, socialism and communism and their importance to the play;</li><li>Students will know the difference in contexts of 1912 and 1945 and how these shape interpretations of the text;</li><li>Students will know the dramatic conventions of a playscript;</li><li>Students will know the conventions of a morality play;</li></ul>	<ul style="list-style-type: none"><li>Students will know and understand the meaning of the poem Remains;</li><li>Students will know and understand the meaning of the poem Charge of the Light Brigade;</li><li>Students will know and understand the meaning of the poem Exposure;</li><li>Students will know and understand the meaning of the poem Bayonet Charge;</li><li>Students will know and understand the meaning of the poem War Photographer;</li></ul>	<ul style="list-style-type: none"><li>Students will know and understand the major plot points of Macbeth;</li><li>Students will understand the beliefs and ideas of those in Shakespeare’s society;</li><li>Students will know and understand how Shakespeare presents key characters throughout the play;</li><li>Students will know the central themes in the play, such as ambition, greed, the supernatural, gender, fate v freewill; kingship; good v evil.</li><li>Students will know how to analyse a text for its language and structural devices;</li><li>Students will develop their ability to make a written response revealing their interpretations of the text.</li></ul>		<ul style="list-style-type: none"><li>Students will know and understand what life was like in Victorian Britain;</li><li>Students will know the plot of the novella;</li><li>Students will know what each of the characters represent;</li><li>Students will know the central themes of the novella such as Christmas, family, greed, social injustice, poverty, redemption;</li><li>Students will develop their knowledge of how to analyse a text for its language and structure</li><li>Students will develop their knowledge of how to write</li></ul>	<ul style="list-style-type: none"><li>Students will develop their knowledge of how to interpret ideas;</li><li>Student will develop their knowledge of how to use supporting evidence for ideas;</li><li>Students will develop their knowledge of how language is used in different ways to create effects in texts;</li><li>Students will develop their knowledge of how different ways of structuring texts can have effects;</li><li>Students will develop their knowledge of how to write to narrate/describe</li></ul>



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		<ul style="list-style-type: none"><li>Students will know the plot of the play;</li><li>Students will know how Priestley presents key characters throughout the play and their purpose;</li><li>Students will know the central themes in the play such as responsibility, greed, class, gender, appearance v reality;</li><li>Students will develop their knowledge of how to analyse a text for its structure and language</li></ul> Students will develop their knowledge of how to write their interpretations to a text through academic writing.	<ul style="list-style-type: none"><li>Students will know and understand the meaning of the poem Poppies;</li><li>Students will know and understand the meaning of the poem London;</li><li>Students will know and understand the meaning of the poem My Last Duchess;</li><li>Students will know and draw together points of comparison between the poems studied;</li><li>Students will know how to structure an effective comparative response.</li></ul>		their interpretations to a text through academic writing.	<ul style="list-style-type: none"><li>Students will develop their knowledge of how to edit and revise their writing</li></ul>
	<b>Links to the national curriculum (if applicable)</b>	<ul style="list-style-type: none"><li>a study from the literary heritage and from the 20th century</li><li>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;</li><li>identifying and interpreting themes, ideas and information</li><li>exploring aspects of plot, characterisation, events and settings, the relationships between them and their effects</li><li>seeking evidence in the text to support a point of view, including justifying inferences with evidence</li></ul>	<ul style="list-style-type: none"><li>poetry since 1789, including representative Romantic poetry</li><li>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</li><li>identifying and interpreting themes, ideas and information</li><li>seeking evidence in the text to support a point of view, including justifying inferences with evidence</li></ul>	<ul style="list-style-type: none"><li>at least one play by Shakespeare</li><li>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</li><li>analysing a writer's choice of vocabulary, form, grammatical and structural features, and evaluating their effectiveness and impact</li><li>making critical comparisons, referring to the contexts, themes, characterisation, style and literary</li><li>selecting and organising ideas, facts and key points, and citing evidence, details and quotation effectively and pertinently for support and emphasis</li></ul>	<ul style="list-style-type: none"><li>A study from the literary heritage and from the 19th century</li><li>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</li><li>identifying and interpreting themes, ideas and information</li><li>exploring aspects of plot, characterisation, events and settings, the relationships between them and their effects</li><li>seeking evidence in the text to support a point of view, including justifying inferences with evidence</li></ul>	<ul style="list-style-type: none"><li>analyse a writer's choice of vocabulary, form, grammatical and structural features and evaluate their effectiveness and impact;</li><li>analyse a writer's choice of vocabulary, form, grammatical and structural features, and evaluating their effectiveness and impact</li><li>seek evidence in the text to support a point of view, including justifying inferences with evidence</li><li>adapt their writing for a wide range of purposes and audiences: to argue and explain</li><li>pay attention to the accuracy and effectiveness of grammar, punctuation and spelling.</li></ul>
	<b>Previous content that this topic builds upon</b>	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 the poetry units studied at KS3. 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 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 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 at KS3.	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 Art of Rhetoric' which focused on public speaking.
	<b>Key vocabulary</b>	<b>Subject-specific literacy</b> <ul style="list-style-type: none"><li>Context</li><li>Stage directions</li><li>Playscript</li><li>Edwardian era</li><li>Post-war era</li><li>Dramatic irony</li></ul>	<b>Subject-specific literacy</b> <ul style="list-style-type: none"><li>Assonance</li><li>Couplet</li><li>Enjambment</li><li>Form</li><li>Free verse</li><li>Imagery</li></ul>	<b>Subject-specific literacy</b> <ul style="list-style-type: none"><li>Tragedy</li><li>Iambic pentameter</li><li>Trochaic tetrameter</li><li>Hamartia</li><li>Hubris</li><li>Tragic hero</li></ul>	<b>Subject-specific literacy</b> <ul style="list-style-type: none"><li>Novella</li><li>Stave</li><li>Omniscient narrator</li><li>Allegory</li><li>Antithesis</li><li>Foil</li></ul>	<b>Subject-specific literacy</b> <ul style="list-style-type: none"><li>Inference</li><li>Implicit</li><li>Explicit</li><li>Figurative language (metaphor, simile, personification, oxymoron)</li></ul>



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		<ul style="list-style-type: none"><li>• Foreshadowing</li><li>• Morality play</li><li>• Props</li><li>• Set</li><li>• Symbol</li><li>• The fourth wall</li><li>• Didactic</li></ul> <p><b>Key vocabulary</b> Socialism; capitalism; welfare; social responsibility; proletariat; bourgeoisie; aristocracy; myopic; dogmatic; materialistic; callous; self-centred; remorseful/remorseless; moralistic.</p>	<ul style="list-style-type: none"><li>• Iambic pentameter</li><li>• Iambic tetrameter</li><li>• Refrain</li><li>• Rhyme</li><li>• Romanticism</li><li>• Quatrain</li><li>• Sonnet</li><li>• Stanza</li><li>• Structure</li><li>• Voice</li><li>• Volta</li><li>• Poetic techniques</li><li>• Comparison</li><li>• Poet laureate</li></ul> <p><b>Key vocabulary</b> Authority; identity; autonomy; liberty; patriotism; merciless; imposing; ephemeral; exploitation; existential; hubris; conflict; dignity.</p>	<ul style="list-style-type: none"><li>• Peripeteia</li><li>• Catharsis</li><li>• Soliloquy</li><li>• Aside</li><li>• Dramatic irony</li><li>• Jacobean era</li><li>• Context</li><li>• Divine right of kings</li><li>• Great chain of being</li><li>• Patriarchal society</li><li>• Convention</li><li>• Literary techniques (metaphor, simile, allusion, alliteration, tricolon)</li></ul> <p><b>Key vocabulary</b> Regicide; masculinity; femininity; excessive; ambition; equivocation; manipulation; emasculating; tyranny; ruthlessness; Machiavellian</p>	<ul style="list-style-type: none"><li>• Political diatribe</li><li>• Allusion</li><li>• Didactic</li><li>• Literary techniques (simile, metaphor, repetition)</li><li>• Malthusian ideologies</li><li>• Representation</li></ul> <p><b>Key vocabulary</b> Miserly; philanthropist; parsimonious; benevolence; melancholy; penitent; redemption; deprivation; squalor; destitute; inequality; charity; welfare.</p>	<ul style="list-style-type: none"><li>• Analyse</li><li>• Structure (analepsis, prolepsis, narrative perspective, cyclical structure)</li><li>• Foreshadowing</li><li>• Exposition</li><li>• Rising action</li><li>• Climax</li><li>• Falling action</li><li>• Denouement</li><li>• Evaluate</li><li>• Word/phrase level</li></ul> <p><b>Key vocabulary</b> cascade; cavernous; coarse; colossal; delectable; dishevelled; dilapidated; incandescent; intricate; luminous; obnoxious; ornate; opulent</p>
	<b>Development of cultural capital</b>	<p>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.</p> <p>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.</p> <p>Where possible, an enrichment opportunity will be provided for students to watch a performance of the play at the theatre.</p>	<p>By their very nature, all poems broaden students' cultural capital. Several of these poems explore the theme of war and its impact on individuals and society. The Charge of the Light Brigade and My Last Duchess both reflect the cultural context of the British Empire during the Victorian era. London reflects the social and cultural context of industrialisation and urbanisation in 19th century England whilst Poppies and Kamikaze explores the theme of national identity and patriotism.</p>	<p>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.</p>	<p>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.</p> <p>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.</p> <p>Where possible, an enrichment opportunity will be provided for students to watch a performance of the play at the theatre.</p>	<p>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.</p>
	<b>Development of reading</b>	<p>Students draw upon their existing knowledge of Shakespeare's plays at KS3 in order to further explore the differences between prose and script 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</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 develop independence when reading challenging texts. Students also explore and discuss contextual</p>	<p>There is a continued focus on supporting students understanding of Shakespeare's language including exploring etymology to help them make connections between words.</p> <p>The text is studied in full with multiple lessons being assigned to a close reading of key scenes.</p> <p>Oracy is used to develop student's personal response to the play's ideas and themes and support their academic writing.</p>	<p>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 novel's construction such as the Poor Law and Malthusian theory.</p>	<p>By the unit's nature, this scheme explicitly develops reading with a range of high-quality non-fiction texts (taken from the 19<sup>th</sup> and 21<sup>st</sup> century) used and actively discussed in class.</p> <p>Students are assessed on their ability to comprehend; draw inferences, evaluate writer's choices with these skills explicitly</p>





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		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.	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.	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.		Oracy is used to develop student’s personal response to the novel’s ideas and themes which in turn supports their academic writing.	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 1.
	<b>Concepts –what will students be able to do at the end of the topic</b>	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 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 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 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.
<b>Year Group</b>		<b>Autumn Term 1</b>	<b>Autumn Term 2</b>	<b>Spring Term 1</b>	<b>Spring Term 2</b>	<b>Summer Term 1</b>	<b>Summer Term 2</b>
<b>Year 11</b>	<b>Topic</b>	<b>English Language Paper 1 J.B Priestley’s An Inspector Calls</b>	<b>English Language Paper 2 Power and Conflict Poetry</b>	<b>English Language Paper 1 Dickens’ A Christmas Carol</b>	<b>English Language Paper 2 Shakespeare’s Macbeth</b>		
	<b>Core knowledge from this topic</b>	English Language Paper 1 <ul style="list-style-type: none"><li>Students will enhance their knowledge of how to interpret ideas;</li><li>Student will enhance their knowledge of how to use supporting evidence for ideas;</li><li>Students will enhance their knowledge of how language is used in different ways to create effects in texts;</li><li>Students will enhance their knowledge of how different ways of structuring texts can have effects;</li><li>Students will enhance their knowledge of how to write to narrate/describe</li><li>Students will enhance their knowledge of how to edit and revise their writing</li></ul> Literature <ul style="list-style-type: none"><li>Students will enhance their understanding of plot, characters and themes in AIC;</li><li>Students will know and explore how critical theory can be applied to the text;</li><li>Students will enhance their understanding of how to write an analytical essay.</li></ul>	English Language Paper 2 <ul style="list-style-type: none"><li>Students will enhance their knowledge of how to interpret implicit and explicit information;</li><li>Students will enhance their knowledge of how to synthesise information from two texts;</li><li>Students will enhance their knowledge of how to analyse a text for language;</li><li>Students will enhance their knowledge of how to identify two attitudes from two texts and compare methods;</li><li>Students will enhance their knowledge of how to write an explanation or an argument for a range of forms and audiences.</li></ul> Literature <ul style="list-style-type: none"><li>Students will enhance their understanding of plot, characters and themes in AIC;</li><li>Students will know and explore how critical theory can be applied to the text;</li><li>Students will enhance their understanding of how to write an analytical essay.</li></ul>	English Language Paper 1 <ul style="list-style-type: none"><li>Students will enhance their knowledge of how to interpret ideas;</li><li>Student will enhance their knowledge of how to use supporting evidence for ideas;</li><li>Students will enhance their knowledge of how language is used in different ways to create effects in texts;</li><li>Students will enhance their knowledge of how different ways of structuring texts can have effects;</li><li>Students will enhance their knowledge of how to write to narrate/describe</li><li>Students will enhance their knowledge of how to edit and revise their writing</li></ul> Literature <ul style="list-style-type: none"><li>Students will enhance their understanding of plot, characters and themes in A Christmas Carol;</li><li>Students will know and explore how critical theory can be applied to the text;</li><li>Students will enhance their understanding of how to write an analytical essay.</li></ul>	English Language Paper 2 <ul style="list-style-type: none"><li>Students will enhance their knowledge of how to interpret implicit and explicit information;</li><li>Students will enhance their knowledge of how to synthesise information from two texts;</li><li>Students will enhance their knowledge of how to analyse a text for language;</li><li>Students will enhance their knowledge of how to identify two attitudes from two texts and compare methods;</li><li>Students will enhance their knowledge of how to write an explanation or an argument for a range of forms and audiences.</li></ul> Literature <ul style="list-style-type: none"><li>Students will enhance their understanding of plot, characters and themes in Macbeth;</li><li>Students will know and explore how critical theory can be applied to the text;</li><li>Students will enhance their understanding of how to write an analytical essay.</li></ul>		



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	<b>Links to the national curriculum (if applicable)</b>	<p>Language</p> <ul style="list-style-type: none"><li>analyse a writer's choice of vocabulary, form, grammatical and structural features; evaluate their effectiveness and impact</li><li>adapting their writing for a wide range of purposes and audiences: to describe, narrate, explain and argue</li></ul> <p>Literature</p> <ul style="list-style-type: none"><li>Students will develop their knowledge of how to analyse a text for its structure and language</li><li>Students will develop their knowledge of how to write their interpretations to a text through academic writing.</li></ul>	<p>Language</p> <ul style="list-style-type: none"><li>analyse a writer's choice of vocabulary, form, grammatical and structural features; evaluate their effectiveness and impact; synthesise and compare methods;</li><li>adapting their writing for a wide range of purposes and audiences: to describe, narrate, explain and argue</li></ul> <p>Literature</p> <ul style="list-style-type: none"><li>Students will develop their knowledge of how to analyse a text for its structure and language</li><li>Students will develop their knowledge of how to write their interpretations to a text through academic writing.</li></ul>	<p>Language</p> <ul style="list-style-type: none"><li>analyse a writer's choice of vocabulary, form, grammatical and structural features; evaluate their effectiveness and impact;</li><li>adapting their writing for a wide range of purposes and audiences: to explain and argue</li></ul> <p>Literature</p> <ul style="list-style-type: none"><li>Students will develop their knowledge of how to analyse a text for its structure and language</li><li>Students will develop their knowledge of how to write their interpretations to a text through academic writing.</li></ul>	<p>Language</p> <ul style="list-style-type: none"><li>analyse a writer's choice of vocabulary, form, grammatical and structural features; evaluate their effectiveness and impact; synthesise and compare methods;</li><li>adapting their writing for a wide range of purposes and audiences: to describe and narrate</li></ul> <p>Literature</p> <ul style="list-style-type: none"><li>Students will develop their knowledge of how to analyse a text for its structure and language</li><li>Students will develop their knowledge of how to write their interpretations to a text through academic writing.</li></ul>		
	<b>Previous content that this topic builds upon</b>	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.	Both the Language and Literature units of study draw upon students' existing study of the knowledge and skills taught in Y10.		
	<b>Key vocabulary</b>	<p><b>Paper 1 Subject-specific terminology</b> 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</p> <p><b>Paper 1 Key Vocabulary</b> cascade; cavernous; coarse; colossal; delectable; dishevelled; dilapidated; incandescent; intricate; luminous; obnoxious; ornate; opulent</p>	<p><b>Paper 2 Subject-specific terminology</b> 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</p> <p><b>Paper 2 Key Vocabulary</b> Ambiguous; controversial; exacerbate; elucidate; irrefutable; inconceivable; undeniable; unprecedented; astounding; horrific.</p>	<p><b>Paper 1 Subject-specific terminology</b> 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</p> <p><b>Paper 1 Key Vocabulary</b> cascade; cavernous; coarse; colossal; delectable; dishevelled; dilapidated; incandescent; intricate; luminous; obnoxious; ornate; opulent</p>	<p><b>Paper 2 Subject-specific terminology</b> 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</p> <p><b>Paper 2 Key Vocabulary</b> Ambiguous; controversial; exacerbate; elucidate; irrefutable; inconceivable; undeniable; unprecedented; astounding; horrific.</p>		
	<b>Development of cultural capital</b>	<p>The language scheme builds on the ability of students to listen and respect ideas from around the class. The texts explored in Paper 1 cover the themes of memory and nostalgia and time travel.</p> <p>In Literature, students continue to reflect on how the play is still relevant to today's society and today's context.</p>	<p>The language scheme builds on the ability of students to listen and respect ideas from around the class. The texts explored in Paper 2 cover attitudes to surfing and cycling.</p> <p>In Literature, students continue to reflect on how the poems are still relevant to today's society and today's context.</p>	<p>The language scheme builds on the ability of students to listen and respect ideas from around the class. The texts explored in Paper 1 cover the themes of family, academic discovery and identity.</p> <p>In Literature, students continue to reflect on how the novel is still relevant to today's society and today's context.</p>	<p>The language scheme builds on the ability of students to listen and respect ideas from around the class. The texts explored in Paper 2 cover attitudes to camping and the natural world.</p> <p>In Literature, students continue to reflect on how the play is still relevant to today's society and today's context.</p>		
	<b>Development of reading</b>	The unit focuses on reading, understanding and the exploration	The unit focuses on reading, understanding and the exploration	The unit focuses on reading, understanding and the exploration	The unit focuses on reading, understanding and the exploration		



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		<p>of an extract taken from Joanne Harris’ short story collection ‘Jigs and Reels’ published in 2002 as well as an extract taken from Ray Bradbury’s novel ‘A Sound of Thunder’ published in 1952. Students will also have an opportunity to explore a range of high-quality extracts from other writers to support their understanding of narrative and transactional writing.</p> <p>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.</p> <p>Oracy will continue to be used to develop students’ personal response to the play’s ideas and themes and support their academic writing.</p>	<p>of an extract from an autobiography entitled ‘Morning Glass’ published in 1993; an extract from a letter entitled ‘The Hawaiian Archipelago’ published in 1875; an article published in The Guardian entitled ‘All cyclists fear bad drivers’ published in 2016 and an article from a magazine entitled ‘On a bicycle in the streets of London’ published in 1896. Students will also have an opportunity to explore a range of high-quality extracts from other writers to support their understanding of narrative and transactional writing.</p> <p>For Literature, key parts of each poem will be re-visited with a focus on drawing comparisons in relation to ideas and themes. Students will also be exposed to and analyse a range of unseen poetry.</p> <p>Oracy will continue to be used to develop students’ personal response to the play’s ideas and themes and support their academic writing.</p>	<p>of an extract taken from John Steinbeck’s novel ‘The Pearl’ published in 1947 as well as an extract taken from A.S. Byatt’s novel ‘Possession’ published in 1990. 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.</p> <p>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.</p> <p>Oracy will continue to be used to develop students’ personal response to the play’s ideas and themes and support their academic writing.</p>	<p>of an autobiography entitled ‘The Tent, The Bucket and Me’ published in 2009; an extract from a book entitled ‘In the Wilderness’ published in 1878; an extract from a diary entitled ‘Diary of a Young Naturality’ published in 2020 and an extract from a magazine entitled ‘The Debt We Owe to Birds and Beasts’ published in 1889. 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.</p> <p>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.</p> <p>Oracy will continue to be used to develop students’ personal response to the play’s ideas and themes and support their academic writing.</p>		
	<b>Concepts –what will students be able to do at the end of the topic</b>	<p>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.</p> <p>Students will develop and refine their ability to write an analytical response to Priestley’s text and have planned for several exam questions based around character/themes/ideas.</p>	<p>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.</p> <p>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.</p>	<p>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.</p> <p>Students will develop and refine their ability to write an analytical response to Dickens’ text and have planned for several exam questions based around character/themes/ideas.</p>	<p>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.</p> <p>Students will develop and refine their ability to write an analytical response to Shakespeare’s text and have planned for several exam questions based around character/themes/ideas.</p>		