







Year 7

Teaching of tier 2 and 3 vocabulary, sentence structure, spelling and punctuation are ongoing and mapped for each unit. Non-fiction reading is linked to each topic. Enrichment activities and revision can be found on Firefly for each unit.




Our curriculum builds on procedural knowledge, whilst also building upon core knowledge our pupils will need throughout the five-year pathway. This is woven through – a golden thread – with each unit designed to enrich our students’ learning, spaced year on year, with opportunities to retrieve and develop. We also aim to expose our students to the world around them, allowing them to become critical, empathetic young people.

Term 1		Term 2		Term 3	
Transactional Writing and Reading	Novel Study – Animal Farm	Poetry - Identity	Shakespeare Study – The Tempest	Gothic Reading and Writing	Speaking and Listening
How can we campaign for change?	How can a text convey a message to a reader?	What is ‘identity’ and how can we express ourselves?	Do we always have heroes and villains?	How and why do we create stories?	Can I challenge the Literary Canon?
<p>Rationale</p> <p>To begin our journey in English, pupils will have the opportunity to explore how we can express our opinion persuasively. After exploring some inspirational works and the roots of rhetoric, pupils will have the opportunity to write and perform their own speech on something they are passionate about.</p> <p>Career focus for Year 7 – Performing/Drama/Oracy Skills  </p>	<p>Rationale</p> <p>After reading about persuasive language and the purpose of non-fiction texts, we now develop our understanding of how a fiction text can be used to convey a warning or message to a reader. Moreover, we explore the importance of context when studying a novel.</p> <p>Character types, theme and context are explored before studying ‘The Tempest’.</p>	<p>Rationale</p> <p>Building on understanding the purpose of texts, we explore how writing can also be a means to express ourselves. This offers an opportunity to explore how others have defined parts of their identity and allows us to consider our own.</p> <p>There is a focus on the key components of poetry – with a specific focus on language, structure and rhythm.</p> 	<p>Rationale</p> <p>As we understand the purpose of texts and understand typical character types, we now focus on how characters can be multi-dimensional. We look at how characters are created, their response to different situations, and the influence of context on their actions. Here, we begin to introduce an element of criticality when studying Literature.</p> <p>Here, students will also get a good understanding of Shakespearean context, the structure of plays specifically, and builds on analysis of texts. Opportunity to use drama in the classroom.</p> 	<p>Rationale</p> <p>As we have studied two literary texts and considered why an author consciously crafts character and plot, we now begin to look at why an author does this and what makes an interesting and exciting story for a reader. A key focus is on fear and tension.</p> <p>Pupils will explore seminal Gothic literature and use ideas and tropes in their own stories. Here, the focus is on creating atmosphere using language. This is placed at this point in the year to ensure pupils have been exposed to good texts and vocabulary before creating their own stories.</p>	<p>Rationale</p> <p>After being exposed to examples of the literary canon throughout the year, we use this as an opportunity to explore and develop knowledge of our canon. We then introduce an element of criticality, alongside continually developing oracy skills, to create a speech based on adding somebody to the canon.</p>  
<p>Texts:</p> <p>Martin Luther King Malala Greta Thunberg</p>		<p>Poems:</p> <p>Originally – Duffy (Accent) Checking Out My History – Agard (History of Identity) Brothers – Forster (Siblings) Before You Were Mine – Duffy (Parents)</p>	<p>Read/perform ‘The Tempest’</p>	<p>Specific focus on:</p> <p>Wuthering Heights (Core Text) Dracula Frankenstein Coraline The Woman in Black</p>	<p>Timeline of study:</p> <p>Beowulf Shakespeare Mary Shelley Rudyard Kipling, etc.</p>
<p>Enrichment Opportunities</p> <p>Transition Booklet Competition</p> <p>Author Visit – Tom Palmer / Castlerigg and Museum Trip Trip</p>	<p>Enrichment Opportunities</p>	<p>Enrichment Opportunities</p> <p>Opportunity to take part in ‘Poetry by Heart’ – internal competition with opportunity for external entry</p>	<p>Enrichment Opportunities</p> <p>Opportunity to take part in ‘Shakespeare ESU competition’ – internal competition with opportunity for external entry</p> <p>Cross Curricular link to Drama</p> <p>Gawthorpe Hall Trip</p>	<p>Enrichment Opportunities</p> <p>Short story competition</p> <p>Gothic Film Afternoon</p>	<p>Enrichment Opportunities</p>
Class Reader: <i>Freak the Mighty</i> or <i>Millions</i>					
<p>Assessment</p> <p>Create and record own persuasive speech</p>	<p>Assessment</p> <p>Extract Q – Squealer</p>	<p>Assessment</p> <p>Response to a poem from the anthology</p> <p>Write own poem on identity</p>	<p>Assessment</p> <p>Extract: Miranda and Prospero</p> <p>MCQ</p>	<p>Assessment</p> <p>Writing: Short, narrative story using Gothic conventions</p> <p>MCQ</p>	<p>Assessment</p> <p>Speech on the canon</p>

Year 8

Term 1		Term 2		Term 3	
Novel Study – Lord of the Flies How can a novel be a criticism of society?	Oracy How can we express our opinion?	Non-fiction reading and writing How is our society influenced by the media?	Poetry How is the world around us presented?	Classic Short Story Writing Why is the structure of a short story important?	Modern Drama – Our Day Out - Oracy Can I make inferences about a character based on context and plot?
<p>Rationale</p> <p>As we become more critical, we will delve into the world of Dystopian Literature. Here, we will see another piece of Literature set on an Island and explore what Golding may have been trying to convey to a reader through his novel 'Lord of the Flies'.</p> <p>Unlike 'Animal Farm', we begin to ask students to find their own meaning (rather than being explicitly told about the allegorical context).</p> <p>Moreover, we continue to develop analysis and inference skills.</p>	<p>Rationale</p> <p>Alongside reading 'Lord of the Flies', we encourage students to begin forming opinions on the text/society around us.</p> <p>We use the novel as a springboard for discussions and debates... Ready to begin writing non-fiction persuasive articles in the following half term.</p>	<p>Rationale</p> <p>As we progress into the Year 8 journey, we will retrieve the Art of Persuasion – but will begin to look at how this is used in society to persuade us.</p> <p>Rather than just emulating the skills and analysing the typically great orators, we will now be critical. With a focus on stereotypes, bias, advertisement... students will have the opportunity to analyse texts in detail and create their own.</p> <p>Careers focus for Year 8 – Journalism and Research </p>	<p>Rationale</p> <p>Alongside looking at our society and the media in the previous half-term, we build on the idea of expression through poetry that was a main focus in the previous year.</p> <p>Here, we now begin to look at places and opinions, rather than individuals. Moreover, we focus more on structure, as well as continually building language analysis.</p> <p>We also introduce comparing poetry with guidance from the teacher.</p>	<p>Rationale</p> <p>After delving into stories (both full length novels and short stories) with a variety of themes, we now retrieve our creative writing skills.</p> <p>We develop here by studying seminal short stories in their entirety and considering how their structure and language used influences both the meaning and impact of the story.</p> <p>Pupils will then have the opportunity to write engaging short stories with different types of structure.</p>	<p>Rationale</p> <p>As our focus has been on society, we now study a short drama and use what we know about context and plot to create a monologue.</p> <p>Building on the use of language from both story writing and transactional writing from earlier in the year, students must now infer emotion and write as that character.</p> <p>This also develops oracy skills and confidence as pupils perform to the class. Opportunity to use drama in the classroom.  </p>
<i>Read whole novel</i>	<i>Discussions around issues raised in Lord of the Flies</i>	Non-fiction articles AI CCTV Mobile Phones Teenagers/Stereotypes Media Bias	<i>A Case of Murder – Scannell</i> <i>Stealing – Duffy</i> <i>Nothing's Changed – Afrika</i> <i>Still I Rise – Angelou</i> <i>Invictus – Henley</i> <i>Wind – Hughes</i>	<i>Texts:</i> <i>The Lottery – Jackson (Building atmosphere/tension)</i> <i>Tell-tale Heart – Poe (Narrative Voice)</i> <i>The Landlady – Dahl/Lamb to the Slaughter (Characterisation)</i> <i>The Signalman – Dickens (Tension)</i>	Read whole play Poem: <i>Education for Leisure</i> – Duffy
Enrichment Opportunities	Enrichment Opportunities Journalism Competition – LOTF	Enrichment Opportunities	Enrichment Opportunities Opportunity to take part in Poetry by Heart Author Visit – Julian Sedgewick	Enrichment Opportunities Short story competition	Enrichment Opportunities
		Short Anthology of Stories linking to society (Scarlet Ibis, The Veldt, The Pedestrian)		Class Reader: Ghost Boy or Noughts and Crosses	
Assessment Extract Question on Character		Assessment Non-fiction Reading – Analysis of an article – Kevin the Teenager. MCQ	Assessment Poetry Response	Assessment Short story using one of the structures we have studied – such as the flashback/countdown and narrator types	Assessment Monologue based on a character from 'Our Day Out'.

Year 9

Term 1		Term 2		Term 3	
Shakespeare Study – Romeo and Juliet How can themes be tracked throughout a play?	Conflict Poetry How are themes shown through poetry?	Novel Study – Of Mice and Men Should ‘Of Mice and Men’ be studied in schools? How can a novella be used to highlight injustice and educate?	Transactional Writing How do writers raise awareness of injustice?	Oracy Can I create a passionate speech?	Narrative Writing Can I create a realistic narrative using both language and structure?
<p style="text-align: center;">Rationale</p> <p>As our main focus when studying literary texts has been on character, we now ask our students to study a text with themes in mind.</p> <p>Here, we ask students to not only analyse both language and structure in an extract, but also to begin remembering quotes, key words and plot points to track a theme throughout a play and write about it.</p> <p>Students will begin to discern important information relating to a theme against information that is irrelevant.</p>	<p style="text-align: center;">Rationale</p> <p>Now we have identified the different forms of conflict in ‘Romeo and Juliet’– both internal and external, we focus our study on poetry linking to conflict.</p> <p>Not only does this give pupils a chance to explore different types of conflict that could impact them in their lives, but also continue to introduce students to seminal poets.</p> <p>We now ask students to begin comparing poetry through thematic links. Pupils will dip into poetry/songs throughout the rest of the year (linking to the topic studied).</p>	<p style="text-align: center;">Rationale</p> <p>Students will now develop their understanding of how characters are constructs and what they represent in society.</p> <p>Here, we take the opportunity to not only study the text in a literary manner, we re-introduce students to the idea of questioning the literary canon. We debate the merits of studying this text, whilst also considering why it is controversial. We want to encourage our students to challenge us and our curriculum in order to continually develop it. </p>	<p style="text-align: center;">Rationale</p> <p>Before we ask students to write about something they are passionate about, we continue to develop our pupils’ opinions (as we began doing with questioning Steinbeck’s part in the canon). We then ask pupils to respond critically to the text and discuss whether ‘Of Mice and Men’ should be studied.</p> <p>We read and write about a variety of relevant topics to encourage our students to have opinions and express themselves eloquently, whilst also building upon analysis skills.</p>	<p style="text-align: center;">Rationale</p> <p>Mirroring their first ever assessment in English, pupils complete their Key Stage 3 journey by drawing on all of their knowledge and skills to create another speech based on something that they are passionate about.</p> <p>Pupils are encouraged to consider what we have studied and the different topics raised to find something that they are genuinely interested in.</p> <p>Careers focus for Year 9 is public speaking/presenting  </p>	<p style="text-align: center;">Rationale</p> <p>Now students have studied and emulated both a variety of create language techniques and tried various ways to structure a creative story, pupils now begin the year by retrieving some of this knowledge and creating a short anecdotal piece based on some modern short stories.</p>
	<p><i>Poems: Due to new EDUQAS anthology change, our poems for KS3 have been updated to:</i></p> <p style="text-align: center;"><i>Enola Gay - OMD</i> <i>Dulce et Decorum Est – Owen</i> <i>Manhunt – Armitage</i></p>	<p style="text-align: center;"><i>Read the whole novella</i> <i>Songs/Poems</i></p>	<p style="text-align: center;"><i>Topics include:</i> <i>Disability</i> <i>Sexism</i> <i>Racism</i> <i>Mental Health</i> <i>LGBTQ+</i></p>	<p style="text-align: center;"><i>Texts</i> <i>Emma Watson</i> <i>Mary Fisher</i> <i>Emma Gonzalez</i></p>	
<p style="text-align: center;">Enrichment Opportunities</p> <p>Opportunity to take part in ‘Shakespeare ESU competition’ – internal competition with opportunity for external entry</p>	<p style="text-align: center;">Enrichment Opportunities</p>	<p style="text-align: center;">Enrichment Opportunities</p> <p style="text-align: center;">Film Afternoon</p>	<p style="text-align: center;">Enrichment Opportunities</p> <p style="text-align: center;">Journalism Competition</p> <p style="text-align: center;">Author Visit – Nathan Parker</p>	<p style="text-align: center;">Enrichment Opportunities</p>	<p style="text-align: center;">Enrichment Opportunities</p>
<p>Short Anthology of stories linking to injustice</p>					
<p style="text-align: center;">Assessment</p> <p style="text-align: center;">Extract Q – character Essay Q – Theme</p>	<p style="text-align: center;">Assessment</p>	<p style="text-align: center;">Assessment</p> <p style="text-align: center;">Essay Character Question</p>	<p style="text-align: center;">Assessment</p> <p style="text-align: center;">Non-fiction Comprehension</p> <p style="text-align: center;">Transactional Writing – Should we study ‘Of Mice and Men’?</p>	<p style="text-align: center;">Assessment</p> <p style="text-align: center;">Speaking and Listening Assessment</p>	<p style="text-align: center;">Assessment</p> <p style="text-align: center;">Short narrative writing piece</p> <p style="text-align: center;">MCQ</p>

