

# English Year 7 Curriculum Plan (Story, Voice and Imagination)

| Year 7 (Story, Voice and Imagination) |                 | Autumn 1                                                                                                                                                                                                                                                                                                                                                                                                         | Autumn 2                                                                                                                                                                                                                                                                                                                                                                | Spring 1                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | Spring 2                                                                                                                                                                                                                                                                                                                    | Summer 1                                                                                                                                                                                                                                                                                                                                                                                                                               | Summer 2                                                                                                                                                                                                                                                                       |
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|                                       |                 | <i>Is fiction always fictional?</i><br><b>Our Day Out in-depth Study</b>                                                                                                                                                                                                                                                                                                                                         | <i>Is fiction always fictional?</i><br><b>Greek Myths</b>                                                                                                                                                                                                                                                                                                               | <i>Where can reading take me?</i><br><b>Shakespeare's<br/>A Midsummer Night's Dream</b>                                                                                                                                                                                                                                                                                                                                                                                       | <i>Where can reading take me?</i><br><b>Poetry of Place</b>                                                                                                                                                                                                                                                                 | <i>How can words change the world?</i><br><b>Non-Fiction - Rhetoric</b>                                                                                                                                                                                                                                                                                                                                                                | <i>How can words change the world?</i><br><b>Summer Exams and<br/>Refugee Week Project</b>                                                                                                                                                                                     |
|                                       | PRIOR LEARNING  | This unit builds on pupils' learning at KS2, where pupils have studied how to make inferences about texts and characters. They will continue to develop skills of inference - from a script - and use this to craft their own writing. Links to history, geography and drama through topics such as social class, unemployment, and inequality.                                                                  | This unit builds to establish firm foundations from KS2 where pupils have learned about writing devices and writer's methods. They will now look at how to make deeper inferences from word choices and use this to inform their own speech writing and creative pieces. Additional links to performing arts, history and geography through extracts/ stories explored. | This unit builds on pupil's learning at KS2, and their understanding of the Elizabethan era. Pupils will understand the social and historical context, including William Shakespeare's life. This develops primary school knowledge of Shakespeare (most study Macbeth – abridged). It also links to drama lessons, as well as history and Greek stories. This unit also links to our prior reading units where we have made inferences from prose extracts and play scripts. | This unit builds on pupils' learning at KS2, where pupils will have studied the basics of poetry. They will continue to develop their skills of inference, focusing on figurative language and poetic methods and how these create meaning. Links to history and geography through topics such as immigration and identity. | This unit builds on pupils' learning at KS2, where pupils have learned writing devices and methods. They will now look at how to make deeper, multiple inferences from a text, and use this to identify a writer's viewpoint on a topic. Link to geography, art, computing, and PE through topics used as basis for arguing a point.                                                                                                   | This unit builds on the work from Summer 1. Pupils will develop their ability to read in silence and independently. They will also explore exam literacy and how to deal with different tasks under timed conditions.                                                          |
|                                       | KNOWING WHAT... | Pupils will develop their knowledge and understanding of the author, Willy Russell, and life in Liverpool during the 1970s. Pupils will explore how the social and historical context of a text affects plot and character development, exploring the author in depth. They will also explore a writer's craft at word and sentence level. Pupils will understand the differences between prose and playscripts. | Pupils will develop their knowledge and understanding of Greek mythology and the cultural capital associated with key mythological figures and places. Pupils will explore the differences between speaking and listening, and how to be an effective learner in English. They will know that words influence the reader, in both written and spoken word.              | Pupils will develop their knowledge and understanding of our British literary heritage and a famous comedy play from William Shakespeare. Pupils will know how to read a Shakespeare play and how to deal with archaic language. Pupils will develop in their understanding of historical context and how that affects the meaning in a play.                                                                                                                                 | Pupils will develop their knowledge and understanding of both British and international poetry. Pupils will explore various poetic methods, considering viewpoint and message, understanding that words influence the reader, and that poetry has power to change opinions                                                  | Pupil's will develop their knowledge and understanding of non-fiction texts, where pupils begin to understand how writers have a purpose when they craft a written piece. Pupils will explore the differences between arguing and persuasive texts. We want pupils to enjoy unearthing implicit meaning and making inferences from different non-fiction materials. Pupils will learn how to apply these methods to their own writing. | Pupil's will develop their knowledge and understanding of non-fiction texts, as started in Summer 1. Pupils will know the expectations of the summer examination, and how to approach the different exam questions. Pupils will build on their understanding of how to revise. |
|                                       | KNOWING HOW...  | Pupils will be able to read a playscript, and understand the conventions of this text type, such as stage directions and dialogue without inverted commas. They will be able to make inferences based on textual clues, and link this to the social and historical context of the play. Pupils will know how to turn a piece of prose into a playscript for the stage.                                           | Pupils will be able to think imaginatively about myths and fables. They will also know how to speak and listen effectively in front of an audience. They will learn about how to use vocabulary and paragraphs for effect.                                                                                                                                              | Pupils will be able to make connections between contextual beliefs and play topics. They will use this unit to explore our literary heritage and one of William Shakespeare's comedy plays. Pupils will develop confidence in reading in front of others and performing in role.                                                                                                                                                                                              | Pupils will be able to analyse poetry from a variety of cultures, understanding the conventions and methods in different poetic works. They will use this knowledge to develop their own poetic responses, applying the knowledge of poetic methods to their own work, shaping and moulding reactions from their readers.   | Pupils will be able to annotate and analyse the viewpoint of a writer. They will be able to identify core language methods within a text, and then comment on the effect these words have on the reader. Pupils will be able to then take these methods and create their own sustained arguments.                                                                                                                                      | Pupils will be able to read a non-fiction text independently and understand it. They will be able to answer all of the exam questions articulately and in extended terms. Pupils will be able to write neatly and accurately under timed conditions.                           |
|                                       | ASSESSMENT      | <b>KC1: (Reading)</b><br>Analysis of a Character<br><br><b>KC2: (Reading)</b><br>Analysis of a Key Scene                                                                                                                                                                                                                                                                                                         | <b>KC1: (Creative Writing)</b> Write about another creature Odysseus could encounter.<br><br><b>KC2: (Creative Writing)</b> Rewrite the ending to a Greek Myth                                                                                                                                                                                                          | <b>KC1: (Reading)</b><br>Analysis of Shakespearean Character<br><br><b>KC2: (Oracy)</b><br>Performance/Interpretation of a key scene                                                                                                                                                                                                                                                                                                                                          | <b>KC1: (Reading)</b><br>Analysis of a Poem<br><br><b>KC2: (Creative Writing)</b><br>Write a poem about your local area/hometown.                                                                                                                                                                                           | <b>KC1: (Transactional Writing)</b><br>Speech<br><br><b>KC2: (Oracy)</b><br>Speech and Spoken Language Presentation                                                                                                                                                                                                                                                                                                                    | <b>SUMMER EXAM: English Language Non-Fiction Writing Analysis</b>                                                                                                                                                                                                              |

# English Year 8 Curriculum Plan (Society, Fear and Power)

|                                  |                 |  | Autumn 1                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | Autumn 2                                                                                                                                                                                                                                                                                                                                                                                                                              | Spring 1                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | Spring 2                                                                                                                                                                                                                                                                                                                                                         | Summer 1                                                                                                                                                                                                                                                                                                                                                                                                                                                             | Summer 2                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
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|                                  |                 |  | <i>Do we live in a bubble?</i><br><b>Dystopian Unit</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | <i>Do we live in a bubble?</i><br><b>TED Talks</b>                                                                                                                                                                                                                                                                                                                                                                                    | <i>What can monsters teach us about ourselves?</i><br><b>Gothic Literature</b>                                                                                                                                                                                                                                                                                                                                                                                                                                 | <i>What can monsters teach us about ourselves?</i><br><b>Shakespeare's Heroes and Villains</b>                                                                                                                                                                                                                                                                   | <i>How can words change the world?</i><br><b>Non-Fiction Articles and Viewpoints (Frankenstein)</b>                                                                                                                                                                                                                                                                                                                                                                  | <i>How can words change the world?</i><br><b>Summer Exams and Refugee Week Project</b>                                                                                                                                                                                                                                                                                                                                                                                                         |
| Year 8 (Society, Fear and Power) | PRIOR LEARNING  |  | <b>This unit builds on</b> pupil knowledge and understanding of inference and creative writing, where pupils begin to understand how writers use methods and language choices to craft a written piece. Pupils will explore writers' word choices, inferring for effect and emulating methods and writing styles. We want pupils to enjoy exploring language and making inferences from different pieces of creative writing and learn about how to use words to build an original and compelling piece of creative writing. | <b>This unit builds on</b> pupils' technical skills through transactional writing, focusing on a TED Talk. Pupils explore purpose, audience, and the forms and layouts (FLAP) of writing. They develop a 'big idea,' draft and redraft their work, and practise editing and proofreading. The unit encourages engagement with non-fiction texts and helps pupils use language to create clear, informed spoken and written responses. | <b>This unit builds on</b> pupils' understanding of the origin of gothic literature, 19th/20th century-modern, and how it has influenced the modern world. Pupils will explore a variety of texts ranging from fictional extracts, poems and non-fiction accounts linked to the supernatural. We want pupils to enjoy exploring gothic texts and engage in rich conversation about writers' methods (word choice, punctuation, sentence types) and how they are used to create tension, suspense and interest. | <b>This unit builds on</b> pupils' knowledge and understanding of Shakespearean texts from both KS2 and Y7. Pupils should begin to explore how the social and historical context of a variety of Shakespearean extracts affects plot and character development, exploring the author in depth. They will also explore writer's craft at word and sentence level. | <b>This unit builds on</b> pupils' learning at KS2 and Year 7, where pupils have learned writing devices and methods. They will now look at how to make deeper, multiple inferences from a text, and use this to identify a writer's viewpoint on a topic. Link to geography, art, computing and PE through topics used as basis for arguing a point.                                                                                                                | <b>This unit builds on</b> the work from Summer 1. Pupils will develop their ability to read in silence and independently annotate nonfiction texts for methods, inferences and viewpoint. They will also explore exam literacy and how to deal with different tasks under timed conditions. After exam week, pupils will take part in our whole school 'Refugee Week' in which they will learn about refugees, their plight and create a poem as a year group to reflect their understanding. |
|                                  | KNOWING WHAT... |  | <b>Pupils will develop their knowledge and understanding of</b> how to identify methods in creative writing and understand the difference between narrative and descriptive writing. Explore how to identify important/ specific language choices, make inferences to establish what effect on the reader and explain how words have an effect on the reader.                                                                                                                                                                | <b>Pupils will develop their knowledge and understanding of</b> how writers write with a purpose: to persuade, argue, advise and inform in their writing. Also, how to effectively craft sentences, paragraph and punctuate to suit the purpose of a speech. Pupils will explore what it is like to be a refugee and know what methods a writer uses to create an effective speech on this topic.                                     | <b>Pupils will develop their knowledge and understanding of</b> the conventions and origin of gothic literature by exploring a range of key writers from the gothic genre. Also, pupils will know a variety of methods including symbolism and pathetic fallacy and explain the effect of this.                                                                                                                                                                                                                | <b>Pupils will develop their knowledge and understanding of</b> the key contextual events from the Elizabethan and Jacobean eras and how they influenced Shakespeare's work. They will understand the plots, characters and themes of several of Shakespeare's seminal works, exploring archetypal characters and themes that link the plays.                    | <b>Pupils will develop their knowledge and understanding of</b> non-fiction texts, where pupils begin to understand how writers have a purpose when they craft a written piece. Pupils will explore the differences between arguing and persuasive texts. We want pupils to enjoy unearthing implicit meaning and making inferences from different non-fiction materials. . Pupils will be able to then take these methods and create their own sustained arguments. | <b>Pupils will develop their knowledge and understanding of</b> non-fiction texts, as started in Summer 1. Pupils will know the expectations of the summer examination, and how to approach the different exam questions. Pupils will build on their understanding of how to revise.                                                                                                                                                                                                           |
|                                  | KNOWING HOW ... |  | <b>Pupils will be able to</b> produce a piece of narrative writing using 'Exploded Time' and the 'Photograph Method'.                                                                                                                                                                                                                                                                                                                                                                                                        | <b>Pupils will be able to</b> produce a speech to persuade, argue, advise, or inform, based on a 'big question' of their choice.                                                                                                                                                                                                                                                                                                      | <b>Pupils will be able to</b> effectively annotate extracts for methods and inferences and produce an essay style answer to a 'language' question.                                                                                                                                                                                                                                                                                                                                                             | <b>Pupils will be able to</b> analyse and comment on Shakespeare's authorial intent, linking in broader themes and contexts, demonstrating how these influence Shakespeare's works.                                                                                                                                                                              | <b>Pupils will be able to</b> annotate and analyse the viewpoint of a writer. They will be able to identify core language methods within a text, and then comment on the effect these words have on the reader. Pupils will be able to turn their ideas into extended written responses, arguing their point of view.                                                                                                                                                | <b>Pupils will be able to</b> read a non-fiction text independently and understand it. They will be able to answer all the exam questions articulately and in extended terms. Pupils will be able to write neatly and accurately under timed conditions.                                                                                                                                                                                                                                       |

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| ASSESSMENT | KC1: (Creative Writing)<br>Exploded Time Dystopian Description | KC1: (Transactional Writing)<br>TED Talk Speech         | KC1: (Reading)<br>Analysis of a modern Gothic extract                   | KC1: (Reading)<br>Analysis of Male Villainy ( <i>Richard III</i> )        | KC1 (Transactional Writing)<br>Blog    | SUMMER EXAM:<br>Non-Fiction Writing Analysis |
|            | KC2: (Creative Writing)<br>Exploded Time Dystopian Narrative   | KC2: (Oracy)<br>Speech and Spoken Language presentation | KC2: (Reading)<br>Analysis of a 19 <sup>th</sup> Century Gothic extract | KC2: (Reading)<br>Analysis of Female Villainy ( <i>Titus Andronicus</i> ) | KC2 (Transactional Writing)<br>Article |                                              |

## English Year 9 Curriculum Plan (Conflict, Humanity and Influence)

| Year 9 (Conflict, Humanity and Influence) | Autumn 1                                     |                                                                                                                                                                                                                                                                                                                                                                                                   | Autumn 2                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | Spring 1                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                    | Spring 2                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                      | Summer 1                                                |  | Summer 2                                                                 |  |
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|                                           | What do great writers do?<br>Of Mice and Men |                                                                                                                                                                                                                                                                                                                                                                                                   | What do great writers do?<br>Narrative Writing                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | What can texts teach us about humanity?<br>Shakespeare's Romeo and Juliet                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                    | What can texts teach us about humanity?<br>Love Poetry Over Time                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                      | How can words change the world?<br>The Power of Letters |  | How can words change the world?<br>Summer Exams and Refugee Week Project |  |
|                                           | PRIOR LEARNING                               | <b>This unit builds on</b> both Year 7 and Year 8, where pupils have studied how to create effective settings in creative writing. They will now look at how to make layered inferences from a text about character, and use this to craft their own analytical writing. Links to history, geography, art, and RE through topics such as American culture, social issues, and religious allusion. | <b>This unit builds on</b> both Y7 and Y8, where pupils have studied how to create effects in their writing, but also on Autumn 1 of Y9, where students analysed narrative writing in a seminal text. Links to history, geography through societal issues and allusion.                                                                                                                   | <b>This unit builds on</b> both Y7 and Y8, where students were introduced to Shakespeare, including a study of an abridged version ( <i>A Midsummer Night's Dream</i> ), and extracts (Shakespeare's Heroes and Villains). Now, they will conduct an in-depth study of <i>Romeo and Juliet</i> , building on the foundations covered previously, including Shakespearean theatre, the context surrounding Shakespeare's life, and life during the Elizabethan and Jacobean periods. Links to History and RE through societal issues, as well as historical context. | <b>This unit builds on</b> Autumn 2 in Year 7, where pupils begin to look at Romanticism, nature, and self-displacement, as well as presentations of love in Shakespeare. Beyond that, pupils will explore different eras of love poetry, from sonnets to modern verse to investigate how love poetry has evolved over time and influenced music.         | <b>This unit builds on</b> pupils' understanding of voice, and the power of words. They will develop their understanding of letters, and the power of paper. They will empathise with letter writers and explore how open letters are crafted for impact on a wider world audience. Links to history and RE curriculum.                                                                                                            | <b>This unit builds on</b> the work from Summer 1. Pupils will develop their ability to read in silence and independently. They will also explore exam literacy and how to deal with different tasks under timed conditions.                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                      |                                                         |  |                                                                          |  |
|                                           |                                              | KNOWING WHAT...                                                                                                                                                                                                                                                                                                                                                                                   | <b>Pupils will develop their knowledge and understanding</b> of seminal texts beyond Britain. Pupils will understand how texts capture a period or event in time. Pupils should begin to explore how the social and historical context (American History and the Jim Crow Laws) affects plot and character development. They will also explore writer's craft at word and sentence level. | <b>Pupils will develop their knowledge and understanding</b> of how to really craft their writing and create effect. Pupils will understand how planning their narratives with a structural lens (Freytag's Pyramid). They will apply previous learning on writer's craft to their own writing.                                                                                                                                                                                                                                                                     | <b>Pupils will develop their knowledge and understanding</b> of Shakespeare builds characterisation and plot, weaving in concepts such as familial relationships, teenage love, loyalty and friendship. They will be able to analyse key scenes and speeches, focusing on Shakespeare's craft and language, preparing them for the rigours of GCSE study. | <b>Pupils will develop their knowledge and understanding</b> of poetry and poetic analysis. Pupils will also know what a thesis statement is, when writing an analytical essay. Poetic methods and structural methods will be revisited and elevated in this unit. Pupils will become familiar with famous poets such as Edgar Allan Poe, Robert Burns and Carol Ann Duffy, Warsan Shire, and their differing perceptions of love. | <b>Pupils will develop their knowledge and understanding</b> of the power of letters. They will explore the impact of letter writing, from Antoine Leiris and Greta Thunberg to Prince Harry, on the audience/ recipient and recognise why individuals consciously choose to create 'open letters' – often published on social media platforms. Pupils will develop a greater knowledge of rhetoric and the persuasive choices orators make (ethos, logos, pathos). | <b>Pupils will develop their knowledge and understanding</b> of non-fiction texts, as started in Summer 1. Pupils will know the expectations of the summer examination, and how to approach the different exam questions. Pupils will build on their understanding of how to revise. |                                                         |  |                                                                          |  |

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|  | KNOWING HOW.. | <b>Pupils will be able to</b> annotate extracts from prose, to explore the presentation of events and characters. Pupils will be able to identify writer's methods with confidence and make layered inferences. | <b>Pupils will be able to</b> craft their own writing, recognising that constructing narrative is a conscious act of crafting and redrafting. They will apply different methods to manipulate their reader for maximum effect, as well as using variety of vocabulary, sentence structures and punctuation. | <b>Pupils will be able to</b> confidently analyse and make judgements on Shakespeare's use of language and how he uses this to present characters. They will also be able to make links with wider conceptual lenses to demonstrate a true understanding of Shakespearean theatre and craft. | <b>Pupils will be able to</b> analyse a poem, and make multiple inferences based on specific quotations from each poem. They will also be able to make connections between the methods used to present ideas of love and relationships between two poems. | <b>Pupils will be able to</b> craft formal and/or informal letters with voice and purpose. Pupils will read a range of letters and annotate the methods of the writer with confidence. Pupils will become empowered with the skills linked to crafting with a purpose, and the effect that their chosen words can have on the audience. | <b>Pupils will be able to</b> read a non-fiction text independently and understand it. They will be able to answer all of the exam questions articulately and in extended terms. Pupils will be able to write neatly and accurately under timed conditions. |
|  | ASSESSMENT    | KC1: (Reading)<br>Analysis of Character (Slim)<br><br>KC2: Reading<br>Analysis of Authorial Intent (Sympathy for Lennie)                                                                                        | KC1: (Creative Writing)<br>Narrative Draft<br><br>KC2: (Creative Writing)<br>Recrafted Narrative                                                                                                                                                                                                            | KC1: (Reading)<br>Analysis of Character (Romeo)<br><br>KC2: (Reading)<br>Analysis of Relationships between Characters (Capulet and Juliet)                                                                                                                                                   | KC1: (Reading)<br>Analysis of a Single Poem<br><br>KC2: (Reading)<br>Comparison of Poems                                                                                                                                                                  | KC1: (Transactional Writing)<br>Letter of Complaint<br><br>KC2: (Transactional Writing)<br>Charity Letter                                                                                                                                                                                                                               | SUMMER EXAM: Non-Fiction Reading                                                                                                                                                                                                                            |