

Curriculum Overview – English

In-line with National Curriculum guidelines, students at Caistor Yarborough Academy will learn to:

1. Read easily, fluently and with good understanding
2. Develop the habit of reading widely and often, for both pleasure and information
3. Acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language
4. Appreciate our rich and varied literary heritage
5. Write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences
6. Use discussion to learn; they should be able to elaborate and explain clearly their understanding and ideas are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate.

Content of Study: Key Stage 3

[Compliance note: At KS3, students study at least two full Shakespeare plays (A Midsummer Night's Dream and Romeo & Juliet), seminal world literature (Asha & the Spirit Bird, Things Fall Apart), pre-1914 texts, Romantic and conflict poetry, and post-1914 British Isles texts (Animal Farm, A Monster Calls). Spoken English is embedded via debate, formal presentations, performance of Shakespeare and poetry, ensuring all statutory requirements are met.]

7	Higher Sets	Lower Sets
Autumn 1	Reading Fiction Topic: Asha & the Spirit Bird (novel) (seminal world literature)	Reading Fiction Topic: Asha & the Spirit Bird (novel) (seminal world literature)
Knowledge:	Students will learn to read, understand and respond <i>critically</i> to a text by reading an entire novel inspired by (and reflecting) a range of culturally diverse elements and plotlines.	Students will learn to read, understand and respond to a text by reading an entire novel inspired by (and reflecting) a range of culturally diverse elements and plotlines.
Skills:	Reading skills Students will learn to retrieve implicit and explicit information whilst also considering and analysing the writer's use of voice, character, setting and figurative language. Writing Skills	Reading Skills: Students will learn to retrieve explicit information whilst also considering and analysing the writer's use of character, setting and language Writing Skills

	Students will learn how to structure, plan and write an analytical and evaluative piece of writing using SQUID in a given timeframe.	Students will learn how to structure, plan and write an analytical piece of writing using SQUID in a given timeframe.
Vocabulary:	Adjective, figurative language, simile, metaphor, imagery, synonym, antonym, first person, characterisation, critical style, references, quotations, analysis, evaluation.	Adjective, simile, metaphor, synonym, antonym, first person, characterisation, critical style, references, quotations, analysis
Autumn 2	Writing Fiction Topic: Asha & the Spirit Bird (novel) (seminal world literature)	Writing Fiction Topic: Asha & the Spirit Bird (novel) (seminal world literature)
Knowledge:	In this unit, students will learn how narratives are structured and written and how genre, style, form, structure, narrative perspective, settings and language are used to construct a memorable story	In this unit, students will learn how narratives are structured and written and how genre, style, form, structure, narrative perspective, settings and language are used to construct a memorable story
Skills:	Reading skills: Students will carefully proof-read their work (and that of their peers) amending the vocabulary, grammar and structure of their writing to improve its coherence and overall effectiveness Writing skills: Students will draw on their knowledge of literary, structural and rhetorical devices as well as narrative perspectives and differing styles of voice to write ambitious and engaging texts.	Reading skills: Students will carefully proof-read their work (and that of their peers) amending the vocabulary and grammar of their writing to improve its coherence and overall effectiveness Writing skills: Students will draw on their knowledge of literary, structural and rhetorical devices to write ambitious and engaging narratives.
Vocabulary:	Plot, character, genre, style, narrative, perspective, language, setting, voice, chapter, paragraphing, twist, narrative-hook, cliffhanger, reliable & unreliable narrators	Plot, character, genre, narrative, narrator, perspective, language, setting, voice, chapter, paragraphing,
.Spring 1	Reading/writing Non-Fiction Topic: The Island (non-narrative texts)	Reading/writing Non-Fiction Topic: The Island (non-narrative texts)
Knowledge:	In this unit, students will learn how non-narrative and transactional texts are used to present a writer's viewpoint whilst also have a specific purpose ranging from presenting arguments to persuading and advising an individual or group. Students will be able to use a range of rhetorical techniques whilst also building their vocabulary and grammatical skills.	In this unit, students will learn how non-narrative and transactional texts are used to present a writer's viewpoint whilst also have a specific purpose ranging from presenting arguments to persuading and advising an individual or group. Students will be able to use a range of rhetorical techniques whilst also building their vocabulary and grammatical skills.
Skills:	Reading Students will build on their analytical evaluative skills, focusing on the perspectives and opinions of the writer Writing Students will learn how to use imaginative, rhetorical and persuasive language to write a range of non-narrative texts including speeches, letters and guides	Reading Students will build on their analytical skills and be able to recognise the use and impact of persuasive language and devices Writing Students will learn how to use ambitious, rhetorical and persuasive language to write persuasive speeches and letters.
Vocabulary:	Anecdote perspective aphorism, anaphora contradiction, oxymoron, foil, epistolary, sarcasm, hyperbole, hypophora, paradox, epiphany, anecdote, alliteration, assonance, rhetoric,	Anecdote, alliteration, assonance, rhetorical question, emotive language, fact, opinion, repetition, exaggeration, anadiplosis, statistic, triplet

	emotive, fact, opinion, repetition, anadiplosis, statistic, triplet	
Spring 2	Reading/writing Non-Fiction Topic: Shakespeare's Villains (Shakespearean extract study)	Reading/writing Non-Fiction Topic: Shakespeare's Villains (Shakespearean extract study)
Knowledge:	Students will learn about the Elizabethan era and the life and times of William Shakespeare whilst also using key characters, readings and extracts to further develop their skills in writing non-fiction, non-narrative and transactional texts.	Students will learn about the Elizabethan era and the life and times of William Shakespeare whilst also using key characters, readings and extracts to further develop their skills in writing non-fiction, non-narrative and transactional texts.
Skills:	Reading: Pupils will begin to focus on use of quotations and subject terminology and analyse/evaluate how Shakespeare uses specific linguistic methods to create differing impacts and effects on his audience Writing: Pupils will build on prior knowledge of non-fiction writing by creating non-narrative, non-fiction and transactional texts which inform, explain, describe as well as imagine, entertain, recount and explore	Reading: Pupils will read, analyse and comment on the ways in which Shakespeare uses character, language, setting and form to create impact. Children will learn to use simple subject terminology in their analytical SQUID paragraphs. Writing: Pupils will build on prior knowledge of non-fiction writing by creating non-narrative, non-fiction and transactional texts which inform, explain and describe events, people and places
Vocabulary:	Plot, Elizabethan, theme, conflict, narrative, genre, comedy, folklore, theme, monologue, iambic pentameter, structure, form, perspective, proof reading, social and historical context, irony, wordplay, satire, audience, recount	Plot, Elizabethan, theme, conflict, narrative, genre, comedy, theme, monologue, structure, form, perspective, proof reading, social and historical context, audience
Summer 1	Writing Fiction Topic: Poetry from Other Cultures (Contemporary and classic poetry from around the world)	Writing Fiction Topic: Topic: Poetry from Other Cultures (Contemporary and classic poetry from around the world)
Knowledge:	Students will immerse themselves in a world from poetry which is written by poets from around the globe. The children will learn how poetry is a form of self-expression rooted in emotion and a desire to share thoughts, feelings, descriptions and ideas with the reader.	Students will immerse themselves in a world from poetry which is written by poets from around the globe. The children will learn how poetry is a form of self-expression rooted in emotion and a desire to share thoughts, feelings, descriptions and ideas with the reader.
Skills:	Reading: Students will begin to learn how to analyse and evaluate the ways in which poets use form, language, imagery, rhyme, rhythm and structural devices in their work and use SQUID paragraphs to present their ideas. Pupils will learn to make inferences based on textual-choices and develop these points by linking these to the wider themes of the text Writing: Building on previously acquired skillsets, the children will use poetry as a basis for writing stories, scripts, (original) poetry and other imaginative writing which reflect world culture, settings and voices.	Reading: Students will begin to learn how to analyse and evaluate the ways in which poets use form, language, imagery, rhyme, rhythm and structural devices in their work and use SQUID paragraphs to present their ideas. Writing: Building on previously acquired skillsets, the children will use poetry as a basis for writing stories and other imaginative writing (diary entries, monologues) which reflect world culture, settings and voices.
Vocabulary:	Infer, deduce, evaluate, form, sonnet, ballad, monologue, drama, interpretation, language,	Infer, deduce, form, language, imagery, rhyme, repetition, rhythm, tone, theme, structure

	imagery, rhyme, repetition, rhythm, tone, theme, structure	
Summer 2	Writing Fiction Topic: Myths, Legends and Magic (Pre-1914/contemporary literature)	Writing Fiction Topic: Myths, Legends and Magic (Pre-1914/contemporary literature)
Knowledge:	Students will read and study a range of Greek myths as well as literature which is rooted in fantasy, magic and mythology. They will deepen their ability to read for meaning and refer to text in answers. The children will further learn how to prioritise and order information, as well as the correct format and language for each text type.	Students will read and study a range of Greek myths as well as literature which is rooted in fantasy, magic and mythology. They will deepen their ability to read for meaning and refer to text in answers. The children will further learn how to prioritise and order information, as well as the correct format and language for each text type
Skills:	Reading: Students will build their understanding of specific vocabulary and subject terminology whilst being able to comment on the purpose, audience and contexts which are associated with differing genres and text types from around the world and from across differing historic periods. Writing: Pupils will develop their abilities to include memorable characters, settings, structures, morals and lessons into their creative and imaginative writing. Students will apply their growing knowledge of vocabulary, grammar and text structure to their writing and selecting the appropriate form	Reading: Students will build their understanding of specific vocabulary and subject terminology whilst being able to comment on the purpose, audiences of text types and genres. Writing: Pupils will develop their abilities to include memorable characters, settings and plotlines into their creative and imaginative writing. The children will improve their writing at the sentence level by varying the length of sentences to create tension and drama.
Vocabulary:	Aetiological; Allusion; Archetypal; Epic; Heroism; Hubris; Moral; Myth; Nemesis; Psychological, Moral, Allegory, Didactic	Aetiological; Allusion; Archetypal; Epic; Heroism; Hubris; Moral; Myth; Nemesis; Psychological

8	Higher Sets	Lower Sets
Autumn 1	Reading Fiction Topic: The Woman in Black (novel) (19 th Century pastiche)	Reading Fiction Topic: A Monster Calls (novel) (contemporary prose)
Knowledge:	Students will develop an appreciation and love of reading, and read increasingly challenging material both independently and as a group whilst learning new vocabulary, relating it explicitly to known vocabulary and understanding it with the help of context and dictionaries	Students will develop an appreciation and love of reading, and read increasingly challenging material both independently and as a group
Skills:	Reading: Pupils will begin to focus on specific textual features associated with the 19th Century and Gothic literature. The children will be taught how to analyse and evaluate in greater depth considering the impact on the reader and alternative/abstract interpretations. Writing:	Reading: The children will be taught how to analyse and evaluate in greater depth considering the impact on the reader. Students will build their ability to use appropriate quotations and subject terminology and infer meaning by referring to key words and methods. Writing:

	Students learn how to summarise and organise material, and support ideas and in-depth and appropriate arguments with necessary factual detail, quotations, subject terminology and contextual descriptions	Students learn how to summarise and organise material, and support ideas and arguments with necessary factual detail, quotations, subject terminology and contextual descriptions
Vocabulary:	Pastiche, Gothic, writer's craft, setting, pathetic fallacy, atmosphere, foreshadowing, foreboding, epigraph, structure, analyse, extract, modern, pathetic fallacy, annotate, digital media narrative, literary devices, flashback, cliffhanger	Gothic, writer's craft, setting, atmosphere, foreshadowing, foreboding, epigraph, structure, analyse, extract, modern, pathetic fallacy, annotate, digital media narrative, literary devices, flashback, cliffhanger
Autumn 2	Writing Fiction Topic: The Woman in Black (novel) (19 th Century pastiche)	Writing Fiction Topic: A Monster Calls (novel) (contemporary prose)
Knowledge:	Students will apply their growing knowledge of vocabulary, grammar and text structure to their writing and selecting the appropriate form. Children will use their knowledge of the methods studied in the novel to write their own ambitious stories, narratives, scripts, poetry and other imaginative writing	During this unit, pupils will be taught to write accurately, fluently, effectively and at length for pleasure and information through writing for a wide range of purposes and audiences. They will also plan, draft, edit and proof-read, considering how their writing reflects the audiences and purposes for which it was intended
Skills:	Reading: Students will further develop their analytical and evaluative reading skills by commenting specifically on how writers use tension and dramatic structures to impact the reader. Writing: Pupils will further develop their skills in writing for specific audiences and using various narrative perspectives and sentence constructions to create effects.	Reading: Students will further develop their analytical and evaluative reading skills by commenting specifically on how writers use tension and dramatic structures to impact the reader. Writing: Pupils will further develop their skills in writing for specific audiences and using various narrative perspectives and sentence constructions to create effects.
Vocabulary:	Perspective, narration, description, foreshadowing, dialogue, connotation, denotation, personification, repetition, onomatopoeia, simile, symbolism, impact, first-person, second-person, third-person, simple, compound, complex sentences	Narration, description, foreshadowing, dialogue, connotation, denotation, personification, repetition, onomatopoeia, simile
Spring 1	Reading/writing Non-Fiction Topic: Nineteenth Century Non-Fiction (Pre-1914 non-fiction and transactional texts)	Reading/writing Non-Fiction Topic: Nineteenth Century Non-Fiction (Pre-1914 non-fiction and transactional texts)
Knowledge:	In this unit, students will build an understanding and knowledge of what life was like for differing social classes and age-groups during the Victorian period. A range of differing styles, genres and authors will be studied as students analyse: newspapers, diary entries, reports, recounts and letters all of which take us back-in-time and highlight the lifestyles of the poor and the rich and the young and the old.	In this unit, students will build an understanding and knowledge of what life was like for differing social classes and age-groups during the Victorian period. A range of differing styles, genres and authors will be studied as students analyse: newspapers, diary entries, reports, recounts and letters all of which take us back-in-time and highlight the lifestyles of the poor and the rich and the young and the old.
Skills:	Reading: The reading focus in this unit is centred around enabling students to retrieve explicit and implicit information, (verbally) summarise findings from a text, analyse and evaluate writer's use of form,	Reading: Students are taught to retrieve explicit and implicit information, summarise findings from a text and analyse and evaluate writer's use of form, language and structure, enabling them to form appropriate arguments and inferences.

	language and structure as well as compare texts with similar styles and purpose. Writing: Students are taught to plan and write well-structured formal expository and narrative essays as well as produce notes and polished scripts for talks and presentations.	Writing: Students are taught to plan and write well-structured essays using SQUID as well as produce notes and polished scripts for talks and presentations.
Vocabulary:	Balanced argument, formal language, informal language, debate, evidence, sentence openers, signposting, turn taking, interjection, rhetoric	Balanced argument, formal language, informal language, debate, evidence, sentence openers, signposting, turn taking, interjection, rhetoric
Spring 2	Writing Fiction Topic: A Midsummer Night's Dream (Shakespearean Comedy)	Writing Fiction Topic: A Midsummer Night's Dream (Shakespearean Comedy)
Knowledge:	In this unit pupils will begin to specialise and further understand key Shakespearean methods, growing more familiar with his use of the comedy form as well as the language and style within his plays and poetry.	In this unit pupils will begin to specialise and further understand key Shakespearean methods, growing more familiar with his use of the comedy form as well as the language and style within his plays and poetry.
Skills:	Reading: Pupils will learn to analyse the language, form and structure used by a writer to create meanings and effects, using relevant subject terminology where appropriate; as well as show an understanding of the relationships between texts and the contexts in which they were written. Writing: Building on the Myths, Legends and Magic unit, students will write stories which draw on mythology as their basis. The relationships between protagonists and antagonists will be explored along with how to create a dramatic structure across a full narrative	Reading: Pupils will learn to analyse the language, form and structure used by a writer to create meanings and effects, using relevant subject terminology where appropriate. Writing: Building on the Myths, Legends and Magic unit, students will write stories which draw on mythology as their basis. Pupils are also taught to plan, draft, edit and proof-read through amending the vocabulary, grammar and structure of their writing to improve its coherence and overall effectiveness
Vocabulary:	Comedy, key themes, protagonist, antagonist, historical fiction, quotation, genre, context, structure, setting description, sensory detail, adjectives, adverbs	Comedy, key themes, historical fiction, quotation, genre, context, structure, setting description, sensory detail, adjectives, adverbs
Summer 1	Reading/writing Non-Fiction Topic: Poetry Inspired by War/Conflict (pre-1914 and contemporary poetry)	Reading/writing Non-Fiction Topic: Poetry Inspired by War/Conflict (pre-1914 and contemporary poetry)
Knowledge	In this unit, students will develop understanding of major themes (effects of war, violence, patriotism) and how they contribute to the understanding of a poem. Students will explore the speaker's voice within the poem and the attitudes and feelings on war. Students will also understand the effects of war on soldiers, their mental health and their loved ones.	In this unit, students will develop understanding of major themes (effects of war, violence, patriotism) and how they contribute to the understanding of a poem. Students will explore the speaker's voice within the poem and the attitudes and feelings on war. Students will also understand the effects of war on soldiers, their mental health and their loved ones.
Skills:	Reading: Students will continue to build their analytical, evaluative and comparison skills by focusing on writer's use of form, language and structure within a specific non-fiction genre of poetry. Students will consider how writers within differing timeframes	Reading: Students will continue to build their analytical, evaluative and comparison skills by focusing on writer's use of form, language and structure within a specific non-fiction genre of poetry. Writing:

	and conflicts write about the effects of war and how this, along with contextual factors influence both the poet and the reader. Writing: Whilst focusing on the themes of war and conflict students will continue to enhance their ability to write a range of narrative and non-narrative texts, including arguments, personal and formal letters, persuasive speeches and articles	Whilst focusing on the themes of war and conflict students will continue to enhance their ability to write a range of narrative and non-narrative texts, including arguments, personal and formal letters, persuasive speeches and articles
Vocabulary:	War, conflict, sonnet, dramatic monologue, ballad, rhythm, rhyme, meter, caesura, enjambment, volta, stanza, couplet, tercet, quatrain, imagery, patriotism, ambiguity, turmoil, trauma, medias res.	War, conflict, sonnet, dramatic monologue, ballad, rhythm, rhyme, meter, caesura, enjambment, volta, stanza, couplet, tercet, quatrain, imagery, patriotism, ambiguity, turmoil, trauma, medias res.
Summer 2	Writing Fiction Topic: Gothic Monsters & Villains (Pre-1914 and contemporary literature)	Writing Fiction Topic: Gothic Monsters & Villains (Pre-1914 and contemporary literature)
Knowledge:	Pupils will read and explore the key ideas within gothic literature (character, atmosphere, and themes), drawing upon their understanding of plot and character from Year 7 to develop an appreciation for classic gothic characters such as Dracula, Frankenstein's monster, Dr Jekyll and Mr Hyde as well as contemporary villains such as Voldemort, Sauron, The White Witch and The Beldam. They will be introduced to several modern and historical narratives and poems. The children will learn how to compare language used in different texts, periods and forms.	Pupils will read and explore the key ideas within gothic literature (character, atmosphere, and themes), drawing upon their understanding of plot and character from Year 7 to develop an appreciation for classic gothic characters such as Dracula, Frankenstein's monster, Dr Jekyll and Mr Hyde as well as contemporary villains such as Voldemort, Sauron, The White Witch and The Beldam. They will be introduced to several modern and historical narratives and poems. The children will learn how to compare language used in different texts, periods and forms..
Skills:	Reading: Focus on the textual features (language, structure, form) that are used to create meaning and effects for different audiences and purposes. Pupils will develop their critical and fictional writing skills, by focusing on sentence-level work. Pupils will be encouraged to annotate extracts to help them write good, analytical responses that include relevant subject terminology. Continue to develop SQulD paragraphs. Writing: In this unit, pupils are taught to write accurately, fluently, effectively and at length for pleasure and information through writing for a wide range of purposes and audiences, including drawing on knowledge of literary and rhetorical devices from their reading and listening to enhance the impact of their writing.	Reading: Students will read and focus on the textual features (language, structure, form) that are used to create meaning and effects for different audiences and purposes. Pupils will develop their reading, analytical and fictional writing skills, by focusing on sentence-level work. Pupils will be encouraged to annotate extracts to help them write good, analytical responses that include relevant subject terminology. Continue to develop SQulD paragraphs Writing: In this unit, pupils are taught to write accurately, fluently, effectively and at length for pleasure and information through writing for a wide range of purposes and audiences, including drawing on knowledge of literary and rhetorical devices from their reading and listening to enhance the impact of their writing.
Vocabulary:	Genre, character, style, form, supernatural, allegory, context, pathetic fallacy, atmosphere character, tension, melancholy, mysterious, haunted, laboratory, darkness, ancient, lonely, gloomy, tyrant, decay, vast	Supernatural, Pathetic fallacy, atmosphere character, tension, melancholy, mysterious, haunted, laboratory, darkness, ancient, lonely, gloomy, tyrant, decay, vast

9	Higher Sets	Lower Sets
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Autumn 1	Reading Fiction Topic: Things Fall Apart (novel) (seminal world literature)	Reading Fiction Topic: Animal Farm (novel) (contemporary prose)
Knowledge:	Students will develop an understanding of the dystopian literary genre as well as the basic elements of a tragedy. The children will learn that dystopias are cautionary tales and have an allegorical and didactic intent. Some non-fiction extracts will complement the study of genre and allow pupils to delve deeper into a writer's intention through the lens of social and political issues.	Students will develop an understanding of the dystopian literary genre by studying a complete Orwellian text as well as extracts from various other dystopian stories. Students will understand the features which are synonymous with the genre and developing a good appreciation and critical opinion/viewpoint of key characters.
Skills:	Reading: Pupils will develop their reading and responding to texts skills. They will focus on understanding meaning; selecting appropriate textual evidence; and referencing contexts and methods. Writing: Pupils will develop their written responses to texts through looking at the writer's use of language and structure. The children will continue to develop SQulD paragraphs – paying particular attention to inference and development of points, focusing specifically on the impact of language and characters on the reader. Students will pay close attention to the writer's use of the tragic hero and how the concept of a fatal flaw creates a sense of debate and argument.	Reading: Pupils will develop their reading and responding to texts skills. They will focus on understanding meaning; selecting appropriate textual evidence; and referencing contexts, methods and genre-specific devices. Writing: Pupils will develop their written responses to texts through looking at the writer's use of language and structure. The children will continue to develop SQulD paragraphs – paying particular attention to inference and development of points, focusing specifically on the impact of language and characters on the reader.
Vocabulary:	Dystopian, utopia, dystopian conventions, sensory detail, juxtaposition, descriptive writing, common features, skimming, scanning, symbolism, reading for meaning, mood, propaganda, tragic hero, fatal flaw	Dystopian, utopia, dystopian conventions, sensory detail, juxtaposition, descriptive writing, common features, skimming,
Autumn 2	Writing Fiction Topic: Things Fall Apart (novel) (seminal world literature)	Writing Fiction Topic: Animal Farm (novel) (contemporary prose)
Knowledge:	This unit focuses on enabling students to write narratives which have a specific message or moral. The concepts of morality and allegory are covered, and the children are given the opportunity to create characters, settings, plots and fictional narratives which leave the reader with a question or concept which stays in their mind.	This unit focuses on enabling students to write narratives which have a specific message or moral. The concepts of morality and allegory are covered, and the children are given the opportunity to create characters, settings, plots and fictional narratives which leave the reader with a question or concept which stays in their mind.
Skills:	Reading: Students will build their reading skills focusing on their abilities to give individual and original interpretations based on character, plot, language, structure, symbolism and allegorical intent. Writing: Students will enhance their ability to write crafted, engaging and original narratives which make effective use of descriptive, figurative and	Reading: Students will build their reading skills focusing on their abilities to use quotations and subject terminology, thus creating an analytical approach. Inference skills are also taught in this unit, enabling students to begin giving an individual and original approach based on the content of the text or extract being studied. Writing:

	rhetorical techniques. Use of grammar, vocabulary and punctuation are also vital within this unit as the children learn to make effective use of semi-colon, ellipsis and various sentence constructions.	Students will build and enhance their ability to write narratives which make effective use of structural devices like narrative hook, flashback, dialogue and cliffhanger. Use of grammar, vocabulary and punctuation are also vital within this unit as the children learn to make effective use of speech marks, parenthesis and various sentence constructions.
Vocabulary:	Active voice, antonym, clause, cohesion, conjunction, determiner, ellipsis, front adverbial, homophone, modal, past, present, tense, phrase, register, Standard English, subordination, word family.	Active voice, antonym, clause, cohesion, conjunction, determiner, ellipsis, front adverbial, homophone, modal, past, present, tense, phrase, register, Standard English, subordination, word family.
Spring 1	Reading/writing Non-Fiction Topic: Travel Writing/Hostile Environments	Reading/writing Non-Fiction Topic: Travel Writing/Hostile Environments
Knowledge:	In this unit, students will learn, primarily how to read, analyse and evaluate non-fiction texts which are inspired by an author's journey to an unfamiliar place or have experienced danger in a hostile environment. Writers such as Joe Simpson, Sir Edmund Hilary, Captain Scott, Charles Dickens and Simon Armitage are all included into this unit.	In this unit, students will learn, primarily how to read, analyse and evaluate non-fiction texts which are inspired by an author's journey to an unfamiliar place or have experienced danger in a hostile environment. Writers such as Joe Simpson, Sir Edmund Hilary, Captain Scott, Charles Dickens and Simon Armitage are all included into this unit.
Skills:	Reading: In this unit students will learn to identify and interpret explicit and implicit information and ideas. They will also select and synthesise information from different texts. Writing: Students will learn to explain, comment on and analyse how writers use language and structure to achieve effects and influence readers, using relevant subject terminology to support their views. Students will compare writers' ideas and perspectives and how they are conveyed	Reading: In this unit students will learn to identify and interpret explicit and implicit information and ideas. They will also select and synthesise information from different texts. Writing: Students will learn to explain, comment on and analyse how writers use language and structure to achieve effects and influence readers, using relevant subject terminology to support their views.
Vocabulary:	Theme, war, account, danger, hostile, travel writing, extract, speech, biography, autobiography, identify, interpret, explicit, implicit, select, synthesise, terminology, comparison, perspective, viewpoint, opinion, language.	Theme, war, account, danger, hostile, travel writing, extract, speech, biography, autobiography, identify, interpret
Spring 2	Writing Fiction Topic: Romeo and Juliet (Shakespearean Tragedy)	Writing Fiction Topic: Romeo and Juliet (Shakespearean Tragedy)
Knowledge:	Pupils will enhance their prior learning of Shakespeare throughout KS3 by studying the genre of tragedy, identifying and analysing the features within several extracts from different tragic plays. Pupils will study Romeo and Juliet as their main text, honing their essay and fictional writing skills to explore themes, characters and ideas within a play	Pupils will enhance their prior learning of Shakespeare throughout KS3 by studying the genre of tragedy, identifying and analysing the features within several extracts from different tragic plays. Pupils will study Romeo and Juliet as their main text, honing their essay and fictional writing skills to explore themes, characters and ideas within a play
Skills:	Reading:	Reading:

	Pupils will develop their reading response skills, by being supported to have thoughtful and detailed understandings of the meaning of texts. They will review and deepen their ability to select appropriate textual references and comment on language choices with a detailed exploration of their meaning and structure. Pupils' writing will be developed by looking at writing models for good answers (perfecting SQuID) Writing: Pupils will develop their ability to engage readers through effective openings, narrative hooks, flashbacks and use of dialogue.	Pupils will develop their reading response skills, by being supported to have thoughtful and detailed understandings of the meaning of texts. Students will be expected to use quotations and subject terminology in responses. Inferences which focus on key words and the impact on the reader should now be well-achievable. Writing: Pupils will develop their ability to engage readers through effective openings, narrative hooks, flashbacks and use of dialogue.
Vocabulary:	Tragedy, Elizabethan, chivalry, feud; prologue, iambic pentameter; patriarchy; Sonnet; verse; Foreshadow; prophetic; fate	Tragedy, Elizabethan, chivalry, feud; prologue, iambic pentameter; patriarchy; Sonnet; verse; Foreshadow; prophetic; Fate
Summer 1	Reading/writing Non-Fiction Topic: Romanticism v Love Poetry (Pre-1914 and contemporary poetry)	Reading/writing Non-Fiction Topic: Romanticism v Love Poetry (Pre-1914 and contemporary poetry)
Knowledge:	Building on their study of poetry throughout key stage three, students will further specialise in their study of genre and style by focusing on the British Romantics and Lake Poets and how Romantic poetry has little connection or similarity to romantic or love poems.	Building on their study of poetry throughout key stage three, students will further specialise in their study of genre and style by focusing on the British Romantics and Lake Poets and how Romantic poetry has little connection or similarity to romantic or love poems.
Skills:	Reading: Students will further develop their reading skills by focusing specifically on context and the factors which influenced the writing of works by authors such as: Wordsworth, Coleridge, Byron, Shelley and Keats. Students will be taught to discuss, in-depth, how writer's lifestyles, interests, political and religious beliefs and family relationships influenced their writing. Writing: Students will further develop their use of rhetoric, language and grammar to produce texts which inform, explain, describe, argue and persuade. Students will learn to produce texts including leaflets, essays, blogs and informative speeches. Students will consider and learn how: purpose, audience style and intent define the use of form, language and structure in a non-narrative text.	Reading: Students will further develop their reading skills by focusing specifically on context and the factors which influenced the writing of works by authors such as: Wordsworth, Coleridge, Byron, Shelley and Keats. Writing: Students will further develop their use of rhetoric, language and grammar to produce texts which inform, explain, describe, argue and persuade. Students will learn to produce texts including leaflets, essays, blogs and informative speeches.
Vocabulary:	Romantic, lyrical, ballad, nature, industrialization, allusion, assonance, blank verse, consonance, hyperbole, imagery, Internal rhyme, imagination, landscapes, politics, activism, revolutionary,	Romantic, lyrical, ballad, nature, industrialization, allusion, assonance, blank verse, consonance, hyperbole, imagery, Internal rhyme, imagination, landscapes, politics, activism, revolutionary,
Summer 2	Writing Fiction Topic: Writing to Describe & Narrate	Writing Fiction Topic: Writing to Describe & Narrate
Knowledge:	Pupils are taught to consolidate and build on their knowledge of grammar and vocabulary through	Pupils are taught to consolidate and build on their knowledge of grammar and vocabulary through

	studying the effectiveness and impact of the grammatical features of the texts they read, drawing on new vocabulary and grammatical constructions from their reading and listening, and using these consciously in their writing and speech to achieve particular effects and knowing and understanding the differences between spoken and written language, including differences associated with formal and informal registers, and between Standard English and other varieties of English	studying the effectiveness and impact of the grammatical features of the texts they read, drawing on new vocabulary and grammatical constructions from their reading and listening, and using these consciously in their writing and speech to achieve effects and knowing and understanding the differences between spoken and written language, including differences associated with formal and informal registers, and between Standard English and other varieties of English
Skills:	Reading: Students read, analyse and evaluate a full range of extracts which illustrate use of the writer's toolkit. Writing: Students will learn to write texts in-line with GCSE expectations.	Reading: Students read, analyse and evaluate a full range of extracts which illustrate use of the writer's toolkit. Writing: Students will learn to write texts in-line with GCSE expectations.
Vocabulary:	Plot, language, characterisation, originality, imagination, development, ambitious,	Plot, language, characterisation, originality, imagination, development, ambitious,

Content of Study: Key Stage 4

[Compliance note: At KS4, the curriculum fully aligns with the Eduqas GCSE English Language and Literature specifications and the National Curriculum KS4 PoS. Students study the required set texts (Macbeth, A Christmas Carol, An Inspector Calls, and Eduqas Anthology poetry including Romantics, plus unseen poetry). All Language AOs (AO1–AO9) are covered, and the Spoken Language endorsement is explicitly delivered.]

10	GCSE English Language	GCSE English Literature
Autumn 1	Component 1 Reading/Writing Prose AO1, AO2, AO4, AO5, AO6	Component 2, Section A JB Priestley: An Inspector Calls AO1, AO2, AO4
Autumn 2	Component 1 Reading/Writing Prose AO1, AO2, AO4, AO5, AO6	Component 2, Section A JB Priestley: An Inspector Calls (continued) AO1, AO2, AO4
Spring 1	Component 2 Reading/Writing Non-fiction AO1, AO2, AO3, AO4, AO5, AO6	Component 1, Section A Shakespeare: Macbeth AO1, AO2, AO4
Spring 2	Component 2 Reading/Writing Non-fiction AO1, AO2, AO3, AO4, AO5, AO6	Component 1, Section A Shakespeare: Macbeth (continued) AO1, AO2, AO4
Summer 1	Component 1 Reading/Writing Prose AO1, AO2, AO4, AO5, AO6	Component 1, Section B Poetry Anthology Component 2, Section C

		Unseen Poetry AO1, AO2, AO3
Summer 2	Component 2 Reading/Writing Non-fiction AO1, AO2, AO3, AO4, AO5, AO6	Component 1, Section B Poetry Anthology Component 2, Section C Unseen Poetry AO1, AO2, AO3

11	GCSE English Language	GCSE English Literature
Autumn 1	Component 1 Reading/Writing Prose AO1, AO2, AO4	Component 2, Section B 19th Century Prose: A Christmas Carol AO1, AO2, AO3
Autumn 2	Component 2 Reading/Writing Non-fiction AO1, AO2, AO3, AO4, AO5, AO6 Component 3 Spoken Language Presentation AO7, AO8, AO9	Component 2, Section B 19th Century Prose: A Christmas Carol AO1, AO2, AO3
Spring 1	Revision	Revision
Spring 2	Revision	Revision
Summer 1	Revision	Revision
Summer 2	Examinations	Examinations

Helpful Links:

[National Curriculum Glossary of Key Terms](#)

[Appendix 1 Spelling](#)

[Appendix 2 Spelling, Punctuation & Grammar](#)

the 1990s, the number of people in the world who are under 15 years of age has increased by 1.2 billion (United Nations 1999).

There is a growing awareness of the need to address the needs of children in the 21st century. The United Nations Convention on the Rights of the Child (1989) has been signed by 112 countries, and the United Nations Millennium Declaration (2000) has set out a commitment to 'ensure that all children, everywhere, have access to primary education by the year 2015'. The United Nations Secretary-General Kofi Annan (1999) has called for 'a new global compact for children'.

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