

Curriculum Overview – English

YEAR GROUP	7
Autumn	1. Vehicle: Asha and the Spirit Bird Skillset: Language – Fiction Students will build upon their Key Stage 2 reading skills through the study of Jasbinder Bilan's <i>Asha and the Spirit Bird</i>. Drawing on their understanding of character, setting and plot, students will develop their ability to retrieve information, make inferences and select relevant evidence to support their ideas. Through exploring themes of family, friendship, courage and identity, students will examine how writers use language and structure to engage readers and create meaning. They will learn to move from identifying a writer's choices to explaining their effects, developing clear analytical paragraphs. The unit establishes the foundations for increasingly detailed analysis of character, atmosphere and reader response in Year 8. 2. Vehicle: Asha and the Spirit Bird Skillset: Language - Narrative Writing Students will build upon their Key Stage 2 writing skills and their study of <i>Asha and the Spirit Bird</i> by applying their understanding of writers' choices to their own narratives. Using the novel as a stimulus, students will explore how effective stories establish settings, develop characters and organise events into a coherent plot. They will learn to select vocabulary precisely, vary sentence structures and use description and dialogue purposefully to engage readers. Alongside developing control of spelling, punctuation and paragraphing, students will plan, draft and improve their writing, considering the effects of their choices. The unit establishes the narrative foundations needed for the more deliberate development of atmosphere, tension and suspense in Year 8.
Spring	3. Vehicle: The Island Skill: Language – Non Fiction reading and Transactional Writing The Island introduces students to the concept that writing is communication. Through the engaging context of a survival scenario, students explore how writers and speakers adapt language, register and persuasive techniques to influence others, express viewpoints and achieve specific purposes. The unit establishes the foundational knowledge and skills required for later study of perspectives, comparison and transactional writing at KS4. 4. Vehicle: Shakespeare's Villains Skillset: Literature – Shakespeare extract study This unit introduces students to Shakespeare through the study of villainous characters, motives and dramatic methods. Rather than focusing on a single play, students will encounter a range of Shakespeare's most memorable villains, including Iago, Lady Macbeth and Richard III. This approach allows students to explore recurring Shakespearean ideas such as ambition, manipulation, deception, power, conflict and morality while becoming increasingly confident with Shakespeare's language and dramatic conventions. By studying multiple plays, students are exposed to a wider range of characters, contexts and themes, enabling them to recognise patterns in Shakespeare's writing and develop a broader understanding of his work before undertaking full play study in Years 8 and 9.
Summer	5. Vehicle: Other Cultures Poetry Skillset: Literature – Single Poetry Analysis This unit introduces students to the study of poetry as a way of communicating identity, culture, belonging and experiences of the wider world. Through poems representing a range of voices, places and perspectives, students explore how poets use language, imagery, form and structure to express ideas and shape a reader's response. Students learn that effective poetry analysis involves understanding the poem as a whole, selecting relevant evidence and explaining how a poet's deliberate choices contribute to meaning. The unit establishes the foundational knowledge and analytical skills required for the study of increasingly complex poetry in Year 8 and later study of poetry at GCSE. 6. Vehicle: Myths and Legends Skillset: Language – Reading Students will consolidate their Year 7 reading skills through the study of myths and legends, exploring how stories communicate beliefs, values and ideas about human behaviour. Building on their analysis of character in <i>Asha and the Spirit Bird</i> and their exploration of Shakespeare's villains, students will examine how heroes, monsters and conflicts are presented through language and structure. They will develop their ability to make inferences, select precise evidence and explain the effects of writers' choices. Students will also recognise recurring themes and character types, considering how these stories continue to influence literature. The unit strengthens independent analytical responses and prepares students to explore genre conventions and the supernatural through <i>The Woman in Black</i> in Year 8.

YEAR GROUP	8
Autumn	7. Vehicle: Woman in Black Skillset: Literature 19th Century/Modern text / Language Reading Students will build upon their understanding of language, structure and inference through the study of Susan Hill's gothic novel <i>The Woman in Black</i>. Through increasingly challenging reading and analysis, students will explore the conventions of the gothic genre, including atmosphere, setting, suspense and the supernatural. They will learn to respond to focused analytical questions, selecting precise evidence and explaining how writers shape readers' responses. Students will also explore the significance of contextual influences, analyse how characters, themes and settings are presented, and construct analytical paragraphs using a clear line of argument. Through their study of the novel, students will develop their understanding of writer's methods and begin to evaluate how meaning is created across a whole text. 8. Vehicle: Woman in Black Skillset: Language Narrative Writing Students will build upon these narrative foundations through their study of <i>The Woman in Black</i>. Using Susan Hill's gothic novel as a stimulus, students will develop greater control over atmosphere, suspense and reader response. They will learn how writers manipulate pacing, symbolism, description and narrative perspective to create tension and mystery. Students will explore how setting, language and structure work together to influence readers and will apply these techniques in their own gothic-inspired narratives. They will refine their ability to craft sustained pieces of writing that deliberately shape mood, character and suspense.
Spring	9. Vehicle: 19th Century vs Now Skillset: Language reading and comparing across time / Transactional Writing This unit builds upon Year 7's study of audience, purpose, viewpoint and persuasion by introducing students to the comparison of non-fiction texts from different time periods. Through a range of engaging topics, students will explore how writers present ideas, attitudes and viewpoints about issues that remain relevant today. Students will compare nineteenth-century and twenty-first-century texts, considering how language, tone, perspective and context influence meaning. Alongside developing reading skills aligned with Eduqas GCSE Language Component 2, students will continue to strengthen their transactional and persuasive knowledge through analysing speeches, articles and viewpoint responses. We will also explore 19th Century context and society, laying the foundations for GCSE Literature 19th Century novel study. By the end of the unit, students will be able to identify similarities and differences between writers' viewpoints and explain how context shapes the presentation of ideas. 10. Vehicle: A Midsummer Night's Dream Skillset: Literature - Shakespeare whole text study This unit develops students' understanding of Shakespeare through the study of a complete play for the first time. Building on their exploration of Shakespearean villains in Year 7, students will examine how Shakespeare presents relationships, conflict, identity and power through the interconnected stories of <i>A Midsummer Night's Dream</i>. Through the study of key scenes, students will explore how Shakespeare uses dramatic structure, comedy, misunderstanding and audience expectations to create humour while also exploring serious ideas about love, friendship and human behaviour.
Summer	11. Vehicle: War Poetry Skillset: Literature - Poetry Comparison This unit explores how poets from different periods, cultures and perspectives present war and its consequences. Through <i>The Charge of the Light Brigade</i>, <i>Who's for the Game?</i>, <i>Dulce et Decorum Est</i>, <i>The Man He Killed</i>, <i>The Manhunt</i> and <i>The Diameter of the Bomb</i>, students examine patriotism, recruitment, sacrifice, moral conflict, trauma and civilian suffering. The unit moves from the glorification and promotion of war, through the reality of combat, to its lasting physical, psychological and human consequences. Students consider how context, experience, perspective and purpose shape each presentation. Building on Year 7 whole-poem analysis, students will continue tracking tone and perspective across a poem while moving into sustained comparison. They will compare related ideas and methods, integrate contextual knowledge and produce an independent comparative response. 12. Vehicle: Gothic Monsters and Villains Skillset: Language – Reading Students will consolidate their Year 8 reading skills through the study of gothic monsters and villains, exploring how writers present fear, danger and the darker aspects of human behaviour. Building on their understanding of gothic conventions in <i>The Woman in Black</i> and their earlier study of Shakespeare's villains and myths and legends, students will examine how language, structure and narrative perspective shape readers' responses to threatening or morally complex characters. They will select precise evidence, develop sustained explanations and consider how contextual attitudes influence representations of monstrosity and evil. Students will also explore how monsters can

	reflect society's fears and prejudices, preparing them to examine symbolism, authorial intent and social criticism through <i>Animal Farm</i> in Year 9.
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YEAR GROUP	9
Autumn	13. Vehicle: Animal Farm Skillset: Literature Modern text Students will build upon these analytical foundations through the study of George Orwell's <i>Animal Farm</i>. Students will move beyond analysing how meaning is created to exploring why writers communicate particular ideas and messages. Through the novel, students will examine themes of power, corruption, manipulation and inequality whilst developing an understanding of allegory, satire and propaganda. They will learn to evaluate how Orwell uses characters, events and symbolism to criticise political systems and human behaviour. Students will increasingly consider authorial intent, alternative interpretations and the wider significance of literary texts, preparing them for the evaluative demands of GCSE English Literature. 14. Vehicle: Animal Farm + Dystopia Skillset: Rhetorical writing / Narrative writing Students will develop two complementary strands of writing inspired by their study of <i>Animal Farm</i>. Through transactional and persuasive writing, students will learn how writers and speakers influence audiences, construct arguments, manipulate viewpoints and communicate powerful messages. Students will explore rhetoric, propaganda, bias and audience positioning whilst crafting increasingly sophisticated transactional responses. Alongside this, students will study dystopian narrative writing. Building upon their understanding of atmosphere and suspense, students will learn how writers communicate social, political and moral ideas through narrative. They will explore world-building, symbolism, societal control, conflict and rebellion whilst crafting narratives that communicate underlying messages and themes. Students will increasingly consider authorial intent and the relationship between writing and wider societal issues.
Spring	15. Vehicle: Travel Writing Skillset: Non Fiction reading/writing + spoken language This unit builds upon Year 8's exploration of viewpoints, attitudes and comparison by shifting the focus towards crafting sophisticated non-fiction writing. Through travel writing, reviews, magazine articles and opinion pieces, students will explore how writers use voice, perspective and rhetorical methods to shape readers' perceptions of places, cultures and experiences. Students will analyse how established writers such as Charles Dickens, George Orwell and Bill Bryson construct distinctive voices and present biased, humorous or reflective viewpoints. They will then apply these techniques to create their own engaging transactional writing, adapting language, tone and structure for different audiences and purposes. By the end of the unit, students will understand how effective non-fiction writing is not simply informative but carefully crafted to influence, entertain and persuade. 16. Vehicle: Romeo and Juliet Skillset: Shakespeare whole text This unit develops students' Shakespearean knowledge and analytical skills through the study of <i>Romeo and Juliet</i>, Shakespeare's most famous tragedy. Building on students' exploration of Shakespearean villains in Year 7 and their study of relationships, audience response and whole-play analysis in <i>A Midsummer Night's Dream</i> in Year 8, this unit introduces students to the complexities of Shakespearean tragedy and the demands of GCSE Literature study.
Summer	17. Vehicle: Unseen Poetry Skillset: Single and comparison of poems This unit challenges students to become confident, independent readers, discovering how to unlock the ideas and emotions within unfamiliar poems. Building on Year 7's exploration of individual poems and Year 8's comparison of war poetry, students will encounter a diverse range of voices, experiences and perspectives. They will learn to develop interpretations, track shifts in tone and explain how language, imagery, form and structure work together to shape meaning. Students will also construct thoughtful comparisons, exploring how poets approach shared themes in different ways. Through discussion, independent analysis and increasingly sustained responses, students will develop the confidence and flexibility needed to tackle unseen poetry at GCSE. 18. Vehicle: History of Poetry Skillset: Literature context This unit takes students on a journey through poetry across time, exploring how writers have responded to love, power, nature, conflict and a changing world. Building on their study of cultural identity, war poetry and unseen texts, students will discover how poetic voices and forms develop as writers both inherit and challenge earlier traditions. They will explore connections between poems and the societies in which they were written, learning to explain how historical events, beliefs and literary movements illuminate meaning. By revisiting familiar themes

	through contrasting periods and perspectives, students will strengthen their analytical and comparative skills while developing the contextual understanding needed for confident engagement with the GCSE poetry anthology.
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YEAR GROUP	10
Autumn	Literature (Modern Text) - Students will explore the secrets, tensions and moral questions at the heart of J. B. Priestley's <i>An Inspector Calls</i>, considering who holds responsibility when individual choices affect the lives of others. Building on their exploration of power, inequality and social criticism in <i>Animal Farm</i>, students will develop a secure understanding of the play's plot, characters and themes, including class, gender, responsibility and generational conflict. They will investigate how Priestley uses dramatic revelations, shifting relationships and the Inspector's mysterious presence to challenge both his characters and his audience. Alongside this rich study of the play, students will develop the foundations of successful GCSE responses: selecting relevant evidence, analysing dramatic methods and constructing a clear argument about character and theme. Language (Fiction) - Students will explore how writers bring characters, settings and experiences to life before applying these techniques to their own stories. Building on their reading and narrative writing at Key Stage 3, students will examine how language, structure and perspective create tension and shape readers' responses. They will strengthen their ability to make inferences, select precise evidence and evaluate writers' choices. As writers, students will craft believable characters, evocative settings and coherent plots, developing control of voice, pacing and technical accuracy. The unit combines creative exploration with focused GCSE preparation, equipping students to analyse unfamiliar fiction and produce engaging narratives within examination conditions.
Spring	Literature (Shakespeare) - Students will enter the unsettling world of <i>Macbeth</i>, exploring how ambition, persuasion and the desire for power lead to devastating consequences. Building on their Key Stage 3 study of Shakespeare's villains and tragedy, students will develop a secure understanding of the play's plot, characters and themes, including guilt, kingship and the supernatural. They will investigate how Shakespeare uses language, imagery and dramatic structure to chart Macbeth's downfall, considering how contemporary beliefs shape meaning. Through discussion and close analysis of key scenes, students will develop their own interpretations while strengthening GCSE skills: analysing extracts, making connections across the play and constructing thoughtful, well-supported arguments. Language (Non-Fiction) - Students will explore how writers across time inform, challenge and persuade, comparing nineteenth-century and modern non-fiction on a range of engaging issues. Building on their Key Stage 3 study of viewpoints and rhetoric, students will examine how language, tone and purpose shape meaning, developing their ability to analyse arguments and compare perspectives. They will then apply this understanding to their own letters, articles, speeches and other transactional forms, crafting convincing arguments for different audiences. Through planning, drafting and editing, students will strengthen their control of structure, persuasive techniques and technical accuracy, preparing them to respond confidently to unfamiliar texts and communicate their own ideas effectively in GCSE examinations.
Summer	Literature (Poetry) - Students will explore the power of poetry to capture love, loss, conflict, identity and the natural world through the Eduqas anthology and a range of unseen poems. Building on their Key Stage 3 study of poetry across cultures and periods, students will investigate how poets use language, form and structure to communicate experiences and perspectives. They will develop informed interpretations of anthology poems, considering relevant contexts and making thoughtful connections between texts. Alongside this, students will apply their analytical skills independently to unfamiliar poetry, developing confidence in exploring meaning and supporting their ideas. The unit prepares students for GCSE through close reading, purposeful comparison and clear, well-supported responses. Language (Spoken Language) - Students will discover the power of their own voice by developing and delivering a presentation on a topic that matters to them. Building on their study of non-fiction and rhetoric, students will explore how effective speakers engage audiences through clear arguments, purposeful language and confident delivery. Planning and crafting their presentations will also embed transactional and persuasive writing skills, strengthening their ability to organise ideas, select supporting evidence and adapt tone and register for an audience. Students will develop their use of pace, emphasis and body language, alongside listening carefully and responding thoughtfully to questions. The unit prepares students for their GCSE Spoken Language endorsement while building confidence in communication beyond the classroom.

YEAR GROUP	11
Autumn	Literature (19th Century Novel) - Students will explore Dickens's haunting story of transformation, discovering how Scrooge's encounters with the past, present and future challenge his understanding of wealth, happiness and responsibility. Building on their study of inequality in <i>An Inspector Calls</i>, students will develop a secure understanding of the novella's plot, characters and themes, including poverty, generosity, family and redemption. They will investigate how Dickens uses vivid characterisation, symbolism and the supernatural to expose social injustice and inspire change, considering the influence of Victorian beliefs and attitudes. Through close reading and discussion, students will refine their GCSE skills, connecting extracts to the wider novella and constructing thoughtful, well-supported arguments about Dickens's methods and message. Language (Fiction) - Students will return to fiction with greater independence, sharpening their understanding of how stories work and refining their own narrative voice. Building on Year 10, they will tackle increasingly demanding extracts, exploring subtle impressions, shifts in perspective and the ways writers guide readers' judgements. Students will develop more precise analysis and convincing evaluations, selecting evidence carefully and responding closely to each question. In their own writing, they will focus on crafting controlled, engaging narratives, using characterisation, pacing and carefully chosen detail to achieve deliberate effects. Targeted feedback, redrafting and timed practice will help students strengthen technical accuracy and make confident decisions, preparing them for the demands of GCSE English Language Component 1.
Spring	Literature (Revision) - Students will revisit their GCSE texts through a targeted programme shaped by assessment, strengthening areas of uncertainty and deepening their understanding of characters, themes and writers' intentions. Building on their initial study, students will connect key moments across each text, refine their interpretations and develop a flexible bank of evidence to support different arguments. Close analysis of carefully selected extracts and poems will sharpen their explanations of writers' methods and their ability to make meaningful comparisons where appropriate. Through focused modelling, retrieval practice and feedback, students will learn to plan purposeful responses, sustain a clear argument and write with greater precision and independence, preparing them to approach examination questions confidently. Language (Non-Fiction) - Students will build on Year 10's exploration of non-fiction, developing greater independence in analysing nineteenth-century and modern texts. They will examine more subtle differences in writers' attitudes, distinguish between what is stated and implied, and refine their ability to synthesise information and compare perspectives precisely. In their own transactional writing, students will develop convincing arguments, assured voices and carefully structured responses, adapting their choices to different audiences and purposes. Targeted teaching and feedback will address individual needs, strengthening control of tone, vocabulary and technical accuracy. Through purposeful practice, students will become more confident and efficient readers and writers, preparing them for GCSE English Language Component 2.
Summer	