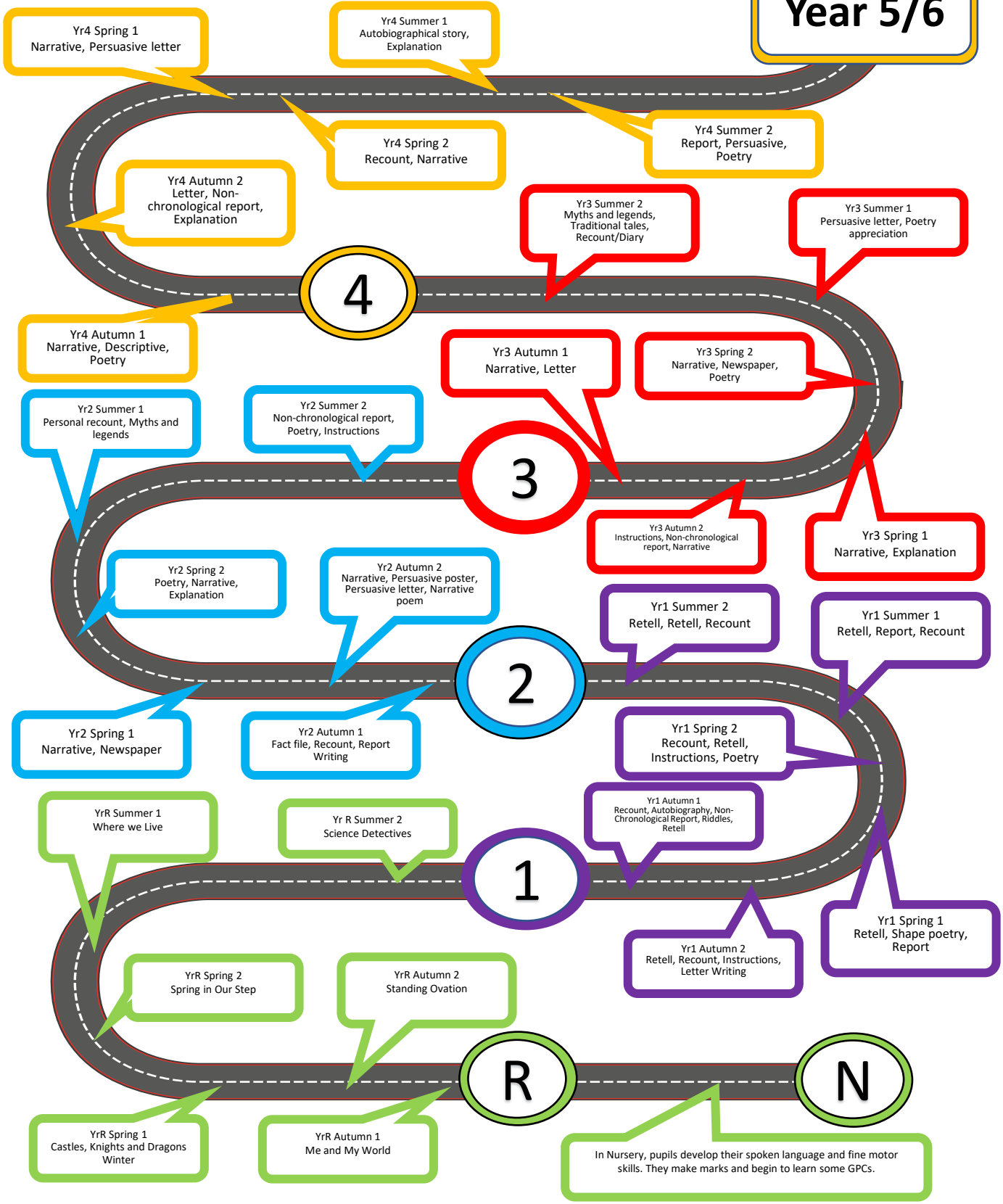
Subject Intent

The English curriculum at GM School seeks to build confident writers and readers, who in turn can use their own liberated voice to make an exciting contribution to the world.

Year 5/6

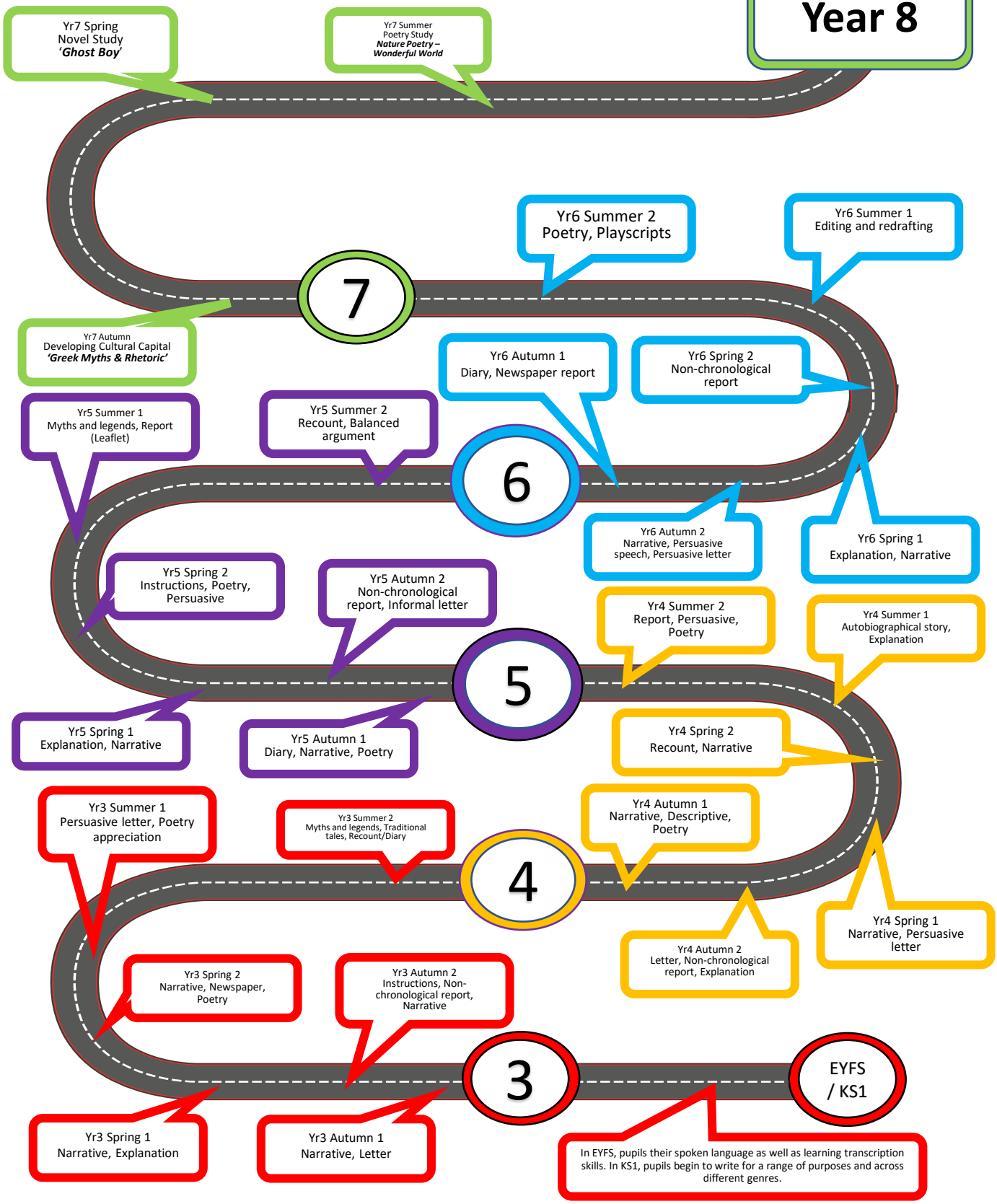


Perseverance, Respect, Independence, Diversity, Excellence

Subject Intent

The English curriculum at GM School seeks to build confident writers and readers, who in turn can use their own liberated voice to make an exciting contribution to the world.

Year 8



Perseverance, Respect, Independence, Diversity, Excellence

YEAR 7 LEARNING JOURNEY

Building skilled writers, critical readers, confident communicators.

Our curriculum builds: foundational knowledge, powerful vocabulary and strong skills.

We read widely, think critically and write with purpose and creativity.

We express our ideas clearly, listen actively and communicate with confidence.

4 UNIT 4 OPINION WRITING

CURRICULUM INTENT	KEY CONCEPTS	KEY VOCABULARY	METHODS (PERSUASIVE WRITING)
In this unit, we will flip the learning from Summer 1 so that students develop their craft, becoming opinionated writers themselves.	Persuasive writing & argument Rhetoric Bias & viewpoint Purpose & audience	**Tier 3** Rhetoric, Perspective, Pathos, Ethos, Logos, Figurative Language **Tier 2** Credible, Compelling, Bias, Persuasive	Past Participle Start Present Participle Start Appositive Drop-In The Big Because Combine a variety of sentence structures to demonstrate opinion writing.

ASSESSMENT: Knowledge-based assessment. **Writing Task:** Write an opinionated and persuasive piece.

3 UNIT 3 NON-FICTION

CURRICULUM INTENT	KEY CONCEPTS	KEY VOCABULARY	METHODS (ANALYSING NON-FICTION)
In this unit, we will use various non-fiction extracts relevant to the themes of 'Ghost Boys' (EG prejudice, privilege) to develop students' ability to explore writers' craft, with a focus on how to inform and persuade.	Writer's craft Informing & persuading Prejudice & privilege Purpose & impact	**Tier 3** Non-Linear, Narrator, Infer, Analyse **Tier 2** Vulnerable, Prejudice, Compassion, Outrage, Empathy	Comma Sandwich Triple Adjective Punch Three Verb Sentence Extend analytical paragraphs: analyse a writer's use of language, structure and form.

ASSESSMENT: Knowledge-based assessment. **Writing Task:** Write an analytical piece exploring writer's methods.

2 UNIT 2 GHOST BOYS

CURRICULUM INTENT	KEY CONCEPTS	KEY VOCABULARY	METHODS (ANALYSING CHARACTER)
In this unit, we will use the study of the novel 'Ghost Boys' by Jewel-Parker Rhodes to develop students' ability to understand and explore the writer's construct of character.	Character construct Empathy & perspective Writer's techniques Context & purpose	**Tier 3** Non-Linear, Narrator, Infer, Analyse **Tier 2** Vulnerable, Prejudice, Compassion, Outrage, Empathy	Adjective Attack Adverb Snap Prepositional Push-Off Excellent epithets about character. Thesis Statement: At First Glance, Because.

ASSESSMENT: Knowledge-based assessment. **Writing Task:** Write an analytical piece exploring the construct of the character of Jerome.

1 UNIT 1 FAIRYTALES

CURRICULUM INTENT	KEY CONCEPTS	KEY VOCABULARY	METHODS (CREATIVE WRITING)
In this unit, we will use the study of fairy tales and relevant poetry to introduce students to core literary principles as character archetypes and the importance of setting.	Creative writing Setting & atmosphere Plot & structure Character archetypes	**Tier 3** Archetype, Protagonist, Antagonist, Convention **Tier 2** Ominous, Serene, Lurk, Gnarled, Eerie	Adjective Attack Adverb Snap Prepositional Push-Off Craft a fairytale with an effective setting.

ASSESSMENT: Knowledge-based assessment. **Writing Task:** Craft a fairytale with an effective setting.

BRIDGE TO YEAR 8!

You are now ready to build on your skills, explore new texts and become even more confident writers, readers and speakers.

OUR VALUES: PERSEVERANCE | RESPECT | INDEPENDENCE | DIVERSITY | EXCELLENCE

ASPIRE GM BELIEVE

YEAR 8 LEARNING JOURNEY

Building skilled writers, critical readers, confident communicators.

3 POETRY OF EMOTION (NON FICTION)

ASSESSMENT FOCUS – SUMMER

ANALYSIS OF AN UNSEEN POEM (NON FICTION):

How does the poet present emotion in this unseen poem?

KEY CONCEPTS
- love & relationships
- loss & grief
- anger & frustration
- fear & anxiety
- joy & hope

KEY VOCABULARY
- evoke
- imagery
- tone
- intensity
- perspective

METHODS
- quotations
- language analysis
- structural analysis
- writer's methods
- contextual links

2 ROMEO AND JULIET

ASSESSMENT FOCUS – SPRING

ANALYSIS:

How is Romeo presented as a tragic hero in *Romeo and Juliet*?

KEY CONCEPTS
- love & passion
- conflict & violence
- fate & destiny
- family & loyalty
- innocence & youth

KEY VOCABULARY
- tragic
- impulsive
- devotion
- feuding
- inevitable

METHODS
- quotations
- language analysis
- structural analysis
- writer's methods
- contextual links

1 OF MICE AND MEN

ASSESSMENT FOCUS – AUTUMN

COMPARISON:

How is the relationship between George and Lennie presented in *Of Mice and Men*?

KEY CONCEPTS
- friendship & loyalty
- dreams & aspiration
- loneliness & isolation
- power & vulnerability
- hope vs reality

KEY VOCABULARY
- companion
- marginalised
- prejudice
- dependent
- tragic

METHODS
- quotations
- language analysis
- structural analysis
- writer's methods
- contextual links

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YEAR 9 LEARNING JOURNEY

Building skilled writers, critical readers, confident communicators.

3 UNIT 3 DRAMA BLOOD BROTHERS / NON-FICTION

ASSESSMENT FOCUS – SUMMER

Discursive writing
Rhetoric

KEY CONCEPTS
- Class & inequality
- Poverty, wealth & opportunity
- Fate vs. free will
- Family, friendship & loyalty
- Prejudice, superstition & expectation
- Dramatic conventions
- Stage directions, dialogue & structure

KEY VOCABULARY
- Displacement
- Resilience
- Belonging
- Asylum
- Persecution

METHODS
- Select & integrate evidence
- Explore layers of meaning
- Analyse dramatic methods & audience response
- Develop balanced discursive arguments
- Use academic vocabulary, cohesive devices & punctuation

2 UNIT 2 ROMEO AND JULIET

ASSESSMENT FOCUS – SPRING

Starting with this extract, analyse how Shakespeare presents Iago as a Machiavellian villain in the play *Othello*.

KEY CONCEPTS
- Tragic hero & hamartia
- Tragic structure
- Acts, scenes & Aristotelian tragedy
- Soliloquy, asides & dialogue
- Empathy & audience response
- Dramatic irony

KEY VOCABULARY
- Jealousy
- Manipulation
- Reputation
- Deception
- Honour
- Tragedy
- Hamartia
- Dramatic Irony
- Soliloquy
- Catharsis

METHODS
- Select & integrate evidence
- Explore layers of meaning
- Analyse language, structure & dramatic devices
- Link methods to themes, purpose & context
- Construct a cohesive literary essay

1 UNIT 1 THE GIVER

ASSESSMENT FOCUS – AUTUMN

The Giver :
examine how the writer creates tension and suspense in the text?

KEY CONCEPTS
- Dystopic conventions
- Dystopian societies
- Utopia vs. dystopia
- Censorship & control
- Narrative voice & perspective
- Symbolism & motifs
- Language & structure
- Freytag's Pyramid
- Hero's trajectory
- Character archetypes
- Setting as control

KEY VOCABULARY
- Dystopia
- Utopia
- Symbolism
- Oppression
- Isolation
- Resistance
- Control
- Motif
- Foreshadowing

METHODS
- Select & integrate evidence
- Explore layers of meaning
- Analyse language, structure & narrative perspective
- Link methods to themes, purpose & context
- Construct a cohesive literary essay

OUR VALUES: PERSEVERANCE | RESPECT | INDEPENDENCE | DIVERSITY | EXCELLENCE

YEAR 10 LEARNING JOURNEY

Building skilled readers, thoughtful writers and confident communicators.

1 UNIT 1 A CHRISTMAS CAROL

KEY CONCEPTS
- Charity & compassion
- Social injustice
- Redemption
- Transformation
- Christmas spirit

KEY VOCABULARY
- Redemption
- Generosity
- Benevolence
- Hypocrisy
- Compassion

METHODS FOR SKILLS
- Quotations
- Language analysis
- Structural analysis
- Writer's methods
- Contextual links

2 UNIT 2 LANGUAGE PAPER 1

KEY CONCEPTS
- Viewpoint & perspective
- Bias & argument
- Purpose & audience
- Structure
- Language choices

KEY VOCABULARY
- Explicit
- Implicit
- Inference
- Evaluation
- Tone

METHODS FOR SKILLS
- Quotations
- Language analysis
- Structural analysis
- Writer's methods
- Contextual links

ASSESSMENT – AUTUMN MOCKS

LITERATURE PAPER 1
(EXTRACT-BASED – A CHRISTMAS CAROL)
- AO1: Interpret and analyse texts
- AO2: Analyse language, structure and form

LANGUAGE PAPER 1 (FICTION)
- AO1: Identify and interpret explicit and implicit information and ideas
- AO2: Analyse and evaluate how writers use language and structure

3 UNIT 3 AN INSPECTOR CALLS

KEY CONCEPTS
- Responsibility
- Social class
- Guilt & conscience
- Generational conflict
- Morality & justice

KEY VOCABULARY
- Accountability
- Conscience
- Prejudice
- Capitalist
- Exploitation

METHODS FOR SKILLS
- Quotations
- Language analysis
- Structural analysis
- Writer's methods
- Contextual links

ASSESSMENT – END OF TERM ASSESSMENT: AN INSPECTOR CALLS

ASSESSMENT OBJECTIVES
- AO1: Interpret and analyse texts
- AO2: Analyse language, structure and form

4 UNIT 4 MACBETH

KEY CONCEPTS
- Ambition & power
- Guilt & conscience
- Fate vs free will
- Violence & consequence
- Appearance vs reality

KEY VOCABULARY
- Ambition
- Tyranny
- Bloodshed
- Prophecy
- Conscience

METHODS FOR SKILLS
- Quotations
- Language analysis
- Structural analysis
- Writer's methods
- Contextual links

ASSESSMENT – SUMMER MOCKS

LITERATURE PAPER 1
A CHRISTMAS CAROL & MACBETH
- AO1: Interpret and analyse texts
- AO2: Analyse language, structure and form

LANGUAGE PAPER 1
- AO1: Identify and interpret explicit and implicit information and ideas
- AO2: Analyse and evaluate how writers use language and structure

5 UNIT 5 SPOKEN LANGUAGE

KEY CONCEPTS
- Communication
- Audience & purpose
- Presentation skills
- Adapting language
- Responding & interacting

KEY VOCABULARY
- Articulation
- Intonation
- Emphasis
- Persuasion
- Engagement

METHODS FOR SKILLS
- Speaking clearly
- Structuring talk
- Active listening
- Responding appropriately
- Evaluating performance

OUR VALUES: PERSEVERANCE | RESPECT | INDEPENDENCE | DIVERSITY | EXCELLENCE

YEAR 11 LEARNING JOURNEY

Preparing you for success in your GCSEs and beyond.

We develop confident analytical thinkers and master exam skills.

We explore powerful texts and ideas that shape our world and ourselves.

We write with purpose, precision and flair in every response.

5 **UNIT 5 EXAM REVISION/ WALKING TALKING MOCKS**

4 **UNIT 4 LANGUAGE PAPER 1 & AIC (REVISION)**

3 **UNIT 3 POWER & CONFLICT & LANGUAGE & ACC (REVISION)**

2 **UNIT 2 POWER & CONFLICT & LANGUAGE PAPER 2**

1 **UNIT 1 MACBETH & LANGUAGE PAPER 2**

UNIT 5 – EXAM REVISION / WALKING TALKING MOCKS

FOCUS
- Consolidate knowledge and skills
- Timed practice and effective exam technique
- Address gaps and refine analytical responses
- Build confidence and stamina for exams

KEY CONTENT
- All texts: *Macbeth, A Christmas Carol, An Inspector Calls*
- Power & Conflict Poetry
- Language Paper 1 & Paper 2 skills
- Revision of key context, themes, quotes and methods

COMMON MISCONCEPTIONS
- Running out of time in the exam
- Lack of focus on the question wording
- Including irrelevant or repeated points
- Weak linking to context and writer's intentions
- Not planning effectively
- Not checking and improving answers

UNIT 4 – LANGUAGE PAPER 1 & AIC (REVISION)

FOCUS
- Master Source and Language skills
- Revise *An Inspector Calls* in depth
- Practise structure, summary and analysis
- Develop evaluative responses

KEY CONTENT
- Language Paper 1: Q1, Q2, Q3, Q4, Q5
- *An Inspector Calls:* themes, characters, context, quotes and methods
- Writer's purpose and social responsibility

COMMON MISCONCEPTIONS
- Summarising instead of analysing
- Weak understanding of character development
- Confusing writer and playwright intentions
- Forgetting to include quotations
- Not addressing the second bullet point
- Limited use of subject terminology

ASSESSMENT | **MOCK EXAMS**

UNIT 3 – POWER & CONFLICT (UNSEEN POETRY) & ACC (REVISION)

FOCUS
- Deepen understanding of Power & Conflict poems
- Practise unseen poetry skills
- Refine comparative and contextual analysis
- Improve precision in responses

KEY CONTENT
- Power & Conflict poems: themes, context, methods and structure
- Unseen poetry skills
- Comparative evaluation of poems
- Wider context: war, power, identity, conflict

COMMON MISCONCEPTIONS
- Misunderstanding the poem's meaning
- Confusing the poet's voice with the poet
- Not selecting relevant quotations
- Describing rather than analysing methods
- Weak comparison between poems
- Ignoring context or tone

UNIT 2 – POWER & CONFLICT & LANGUAGE PAPER 2

FOCUS
- Develop skills in narrative and description
- Build technique and vocabulary
- Analyse non-fiction texts
- Improve accuracy and structure

KEY CONTENT
- Power & Conflict poems
- Language Paper 2: Q1, Q2, Q3, Q4, Q5
- Non-fiction reading and analysis
- Creative writing: structure, language, effects

COMMON MISCONCEPTIONS
- Not reading the whole text carefully
- Weak use of structural terminology
- Inaccurate or overused punctuation
- Limited vocabulary and sentence variety
- Not meeting the requirements of the question
- Missing opportunities for detail

ASSESSMENT | **MOCK EXAMS**

UNIT 1 – MACBETH & LANGUAGE PAPER 2

FOCUS
- Study Macbeth in depth
- Explore key themes and characters
- Develop analytical and evaluative skills
- Build confidence in Language Paper 2

KEY CONTENT
- Macbeth: plot, characters, themes, context, methods
- Key quotes and how to use them
- Language Paper 2: Q5 Creative Writing
- Story structure and crafting openings

COMMON MISCONCEPTIONS
- Not knowing the plot or key events
- Confusing tragedy (Macbeth) with novella (A Christmas Carol)
- Not addressing the question fully
- Weak analysis of language and structure
- Not linking to context or writer's purpose
- Poor planning and organisation

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