

Year 7 English Curriculum Sequence Big Question: How do writers use language and structure to show the use of power in writing? Summer Term 1 Summer Term 2 **Autumn Term 1** Autumn Term 2 Spring Term 1 Spring Term 2 Big idea/Theme Refugee Boy – Refugee Bov – Power – The Gothic Power – The Gothic Power – The Tempest Power – The Tempest - William Benjamin Zephaniah Benjamin Zephaniah (short stories and (short stories and - William extracts) extracts) Shakespeare Shakepseare Big idea/Theme The Eritrea/Ethiopia The Eritrea/Ethiopia Using setting and Using setting and Understanding the Understanding the Conflict and the Conflict and the character in Gothic character in Gothic story of 'The story of 'The impact on Alem impact on Alem Tempest' Tempest' Big Idea/Theme The journey of Alem The journey of Alem Using language and Using language and Understanding the Understanding the structure in Gothic through the care through the care structure in Gothic characters of 'The characters of 'The Tempest' Tempest' system and school system and school Big idea/Theme Campaigning for Campaigning for Using setting, Using setting, Understanding the Understanding the Asylum Seekers and character and character and use of power in 'The use of power in 'The Asylum Seekers and their rights their rights language to create language to create Tempest' Tempest' our own Gothic our own Gothic writing writing Language used by **Knowledge that** How is inequality Why does the writer How is setting and How can we use Play vs. prose, needs to stick presented? want to share the character used to gothic conventions in Shakespeare Shakespeare, characters' create a gothic facts/details, Language that can be Why do people treat our own writing? others differently? atmosphere? How are we able to used to convey experiences? Key characters, How can different How can we select identify what makes How does the writer Key events in the play power, applying ideas in the play to create show the characters' text types reflect evidence to show the a successful piece of emotions? experiences of use of gothic Gothic writing? your own speaking individuals/groups? and listening task. conventions? **Demonstration of** Half Term End of Term written Half Term End of term written Half Term End of term written Knowledge-Based **Knowledge-Based** Knowledge-Based Knowledge Assessment in class assessment in class assessment in class (Assessment) Assessment in class Assessment in class Assessment in class (mixture of multiple (mixture of multiple (mixture of multiple choice questioning choice questioning choice questioning and longer response) and longer response) and longer response)



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Links to key stage 2/	Awareness of	Awareness of	Features of gothic-	Features of gothic-	Any Shakespeare	Any Shakespeare
prior knowledge	conflicts around the	conflicts around the	type texts.	type texts.	context previously	context previously
needed	world.	world.	How language can	How language can	learnt – covered in	learnt – covered in
	Understanding of	Understanding of	create atmosphere	create atmosphere	most Primary	most Primary
	why people leave	why people leave	for the reader.	for the reader.	schools.	schools.
	their country.	their country.				
Skill set	To be able to	To write creatively, in	To be able to read	To be able to read	Understanding	Understanding
development	summarise a text	different forms,	and understand older	and understand older	Shakespeare's	Shakespeare's
	To be able to analyse	inspired by a text	language used by	language used by	language,	language,
	and evaluate a text	(E.g. newspaper	writers.	writers.	understanding word	understanding word
		article, poetry,	To be able to identify	To be able to identify	choice, considering	choice, considering
		letters)	features and write	features and write	character &	character &
			about them	about them	relationships. writing	relationships. writing
			analytically.	analytically.	for audience &	for audience &
					purpose, writing to	purpose, writing to
					advise, topic	advise, topic
					sentences.	sentences.
Key Vocabulary (Tier	Context, structure,	Context, structure,	descriptive, gothic,	descriptive, gothic,	The Elizabethan	The Elizabethan
2/ Tier 3)	repetition, shift in	repetition, shift in	pathetic fallacy,	pathetic fallacy,	audience, patriarchy,	audience, patriarchy,
	focus, dialogue,	focus, dialogue,	metaphors, extended	metaphors, extended	social hierarchy.	social hierarchy.
	rhetorical question,	rhetorical question,	metaphors, openings	metaphors, openings	Shakespeare's	Shakespeare's
	narrator, climax,	narrator, climax,	and endings,	and endings,	English, metaphor,	English, metaphor,
	imagery, emotive	imagery, emotive	chronology of events,	chronology of events,	extended metaphor,	extended metaphor,
	language, refugee,	language, refugee,	narrative	narrative	simile, chronology of	simile, chronology of
	persecution, civil	persecution, civil	perspective, first,	perspective, first,	events, iambic	events, iambic
	war, asylum, asylum	war, asylum, asylum	third, omniscient),	third, omniscient),	pentameter, blank	pentameter, blank
	seeker, empathy,	seeker, empathy,	sentence structure,	sentence structure,	verse.	verse.
	compassion, conflict,	compassion, conflict,	periodic sentences,	periodic sentences,		
	inequality, identity,	inequality, identity,	withholding	withholding		
	social.	social.	information to create	information to create		
			tension.	tension.		
Reading and Oracy	Reading at the start	Reading at the start	Reading at the start	Reading at the start	Reading at the start	Reading at the start
	of each English lesson	of each English lesson	of each English lesson	of each English lesson	of each English lesson	of each English lesson
	(5-10 mins)	(5-10 mins) Reading	(5-10 mins)	(5-10 mins)	(5-10 mins)	(5-10 mins)
	(5 =5)	((5 = 55)	(((



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	Reading 'Refugee	Range of non-fiction				
	Boy'.	articles.				
	Range of non-fiction	Poetry.				
	articles.					
	Poetry.					
Numeracy	Understanding of	Understanding of	Dates in relation to	Dates in relation to	Line numbers, page	Line numbers, page
	dates and ages of the	dates and ages of the	features/genre	features/genre	numbers, dates,	numbers, dates,
	main character when	main character when			timing of the play	timing of the play
	key events take place	key events take place				
	in the story	in the story				
Opportunities						
Careers	Law, Human	Law, Human	Writer, copy editor,	Writer, copy editor,	Historian, writer,	Historian, writer,
	Resources, Support	Resources, Support	journalist, teacher.	journalist, teacher.	teacher, Law,	teacher, Law,
	Worker, Teacher.	Worker, Teacher.			advertising.	advertising.
SMSC including	What is it to belong	What is it to belong	What key events	What key events	How should we treat	How should we treat
British Values,	somewhere?	somewhere?	influenced the Gothic	influenced the Gothic	others? How do we	others? How do we
Culture and	What makes us	What makes us	period?	period?	want to be treated?	want to be treated?
Diversity	British?	British?	Is the Gothic a British	Is the Gothic a British	How does our	How does our
Diversity	What do we do that	What do we do that	thing?	thing?	language show our	language show our
	other countries might	other countries might			opinions?	opinions?
	find 'different'?	find 'different'?				
	How can we welcome	How can we welcome				
	others into our	others into our				
	communities?	communities?				
Relationship and	Considering how we	Considering how we	How has the power	How has the power	How should we treat	How should we treat
Sex Education and	treat others.	treat others.	balance between	balance between	others? How do we	others? How do we
Health Education	Considering how	Considering how	men and women	men and women	want to be treated?	want to be treated?
	what we say has an	what we say has an	changed since the	changed since the	What are considered	What are considered
	impact on other	impact on other	Gothic period?	Gothic period?	'kind' actions?	'kind' actions?
	people.	people.	How does our writing	How does our writing		
			now reflect this	now reflect this		
			change?	change?		
Enrichment		Creat	ive writing, newspaper c	lub, competitions, debat	e club	
Activities				•		



An Active Learning Trust School		Υ	ear 8 English Curriculu	ım Sequence		
Big Question: How	do writers demonstrate	different relationships	in their writing?	•		
	Autumn Term 1 Animal Farm	Autumn Term 2 Animal Farm	Spring Term 1 Short Stories	Spring Term 2 Short Stories	Summer Term 1 Romeo and Juliet	Summer Term 2 Romeo and Juliet
Big idea/Theme	To be able to summarise a text – what do the animals want?	To be able to summarise a text - what commandments have been broken?	Understanding genre plot, including story arcs	Understanding genre plot, including story arcs	Key details about Shakespeare and his life/times Understanding the language used by Shakespeare- the basics	Predicting events to come in the play
Big idea/Theme	To be able to analyse and evaluate a text – how is language used to manipulate?	To be able to analyse and evaluate a text – how is language used to manipulate others?	Understanding characterisation	Understanding characterisation	Understanding the two groups of characters Understanding the language used by Shakespeare- the basics	Using language to create own poetry/description
Big Idea/Theme	To write creatively, in multiple forms, inspired by a text – creating own poem/song	To write creatively, in multiple forms, inspired by a text – create own poem/speech/art.	Understanding setting	Understanding setting	Considering how plot is used in the play	Developing understanding of how language is used to show us relationships/thoughts/feelings
Big idea/Theme			Understanding writing techniques to help develop writing	Understanding writing techniques to help develop writing	Understanding how events change relationships in the play	Applying our knowledge and understanding of how to use and extract to explain Shakespeare's authorial intent
Knowledge that needs to stick	How do you write to argue? Where is this explicitly taught in the first half term? Grammar & writing skills more explicit.	How do you write to argue? Where is this explicitly taught in the first half term? Grammar & writing skills more explicit.	Story structures, show, don't tell technique, language for effect, understanding of genre features.	Story structures, show, don't tell technique, language for effect, understanding of genre features.	Key characters, events and language used to show this.	Key characters, events and language used to show this.



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Demonstration of	Half Term	End of Term written	Half Term	End of Term written	Half Term	End of Term written
Knowledge	Knowledge-Based	Assessment in class	Knowledge-Based	Assessment in class	Knowledge-Based	Assessment in class
(Assessment)	Assessment in class		Assessment in class		Assessment in class	
	(mixture of		(mixture of multiple		(mixture of	
	multiple choice		choice questioning		multiple choice	
	questioning and		and longer		questioning and	
	longer response)		response)		longer response)	
Links to key stage	Understanding and	Understanding and	Knowledge of verbs,	Knowledge of verbs,	Shakespeare's life	Shakespeare's life and times
2/ prior knowledge	writing about plot	writing about plot &	nouns, adverbs,	nouns, adverbs,	and times	
needed	& character from a	character from a	adjectives, varied	adjectives, varied		
	story.	story.	sentence	sentence		
			structures.	structures.		
Skill set	Writing to	Writing to persuade,	Writing for effect,	Writing for effect,	Language analysis	language analysis
development	persuade, writing	writing to advise,	analysing language	analysing language		
	to advise, writing to	writing to describe,	to explore its	to explore its		
	describe, writing to	writing to analyse.	impact	impact		
	analyse.					
Key Vocabulary	Absented	Arable	Setting, character,	Setting, character,	Shakespeare,	Shakespeare, Romeo, Juliet,
(Tier 2/ Tier 3)	Articulate	Cryptic	genre, language,	genre, language,	Romeo, Juliet,	Capulet, Montague, rhyming
	Biding	Enquiry	adjective, noun,	adjective, noun,	Capulet, Montague,	couplet, rhyme, context, feud,
	Bestowed	Flourished	adverb,	adverb,	rhyming couplet,	resolution, conflict
	Categorically	Gambolled	denouement,	denouement,	rhyme, context,	
	Cockerels	Incumbent	climax, rising action,	climax, rising action,	feud, resolution,	
	Countenances	Indefatigable	falling action,	falling action,	conflict	
	Cunning	_	exposition.	exposition.		
	Deputation	Knoll				
	Din	Lowing				
	Disinterred	Machinations				
	Dispelled	Paddock				
	Emboldened	Plaited				
	Eminent	Posthumously				
	Expelled	Sallied				
	Factions	Scullery				
	Faculty	Skirmishing				
	Frequenting	J				



Gilded Superannuated Hitherto Tractable Impending Trotter **Imposing** Tumult Lurched **Tyranny** Manifestly Weaned Marshal Mingle Pensioner Privy **Proprietors** Propulsion Prospect Publican Racked Ratified Rations Resolutions Stricken Subsisted Suppressed **Tactics** Unintelligible Vengeance Whelped Windfalls Reading and Oracy Reading at the start of each of each English English lesson (5-10 mins) Reading Romeo and Juliet. **Animal Farm** Reading short Reading short Animal Farm Reading Romeo Reading non-fiction texts. A range of non-A range of nonstories and Juliet. Reading stories fiction texts and fiction texts and non-fiction texts. extracts focused on extracts focused on context context



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	A range of fiction texts and extracts that share the theme of inequality	A range of fiction texts and extracts that share the theme of inequality				
Numeracy	Understanding significant statistical information related to the context.	Understanding significant statistical information related to the context.	Dates linked to writer information.	Dates linked to writer information.	Key dates, timings of the play	Key dates, timings of the play
Opportunities						
Careers	Politics, writer, teacher, journalist, historian.	Politics, writer, teacher, journalist, historian.	Writer, teacher, journalist, copy editor.	Writer, teacher, journalist, copy editor.	Acting, playwright, writer	Acting, playwright, writer
SMSC including British Values, Culture and Diversity	Developing connections between characters Heroic qualities	Developing connections between characters Heroic qualities	Understanding relationships between characters, cause and effect. Aspects of different cultures within stories.	Understanding relationships between characters, cause and effect. Aspects of different cultures within stories.	Values of the time of Shakespeare vs. now, values of different cultures.	Values of the time of Shakespeare vs. now, values of different cultures.
Relationship and Sex Education and Health Education	Understanding other minds – Empathy and sympathy. Cause and effect in inter-personal interactions.	Understanding other minds – Empathy and sympathy. Cause and effect in inter-personal interactions.	Key issues that arise within stories – e.g. marriage in 'Lamb to the Slaughter'	Key issues that arise within stories – e.g. marriage in 'Lamb to the Slaughter'	Age of consent, relationships, mental health implications, familial relationships	Age of consent, relationships, mental health implications, familial relationships
Enrichment Activities	Creative Writing, newspaper club, homework club.					



	Year 9 English Curriculum Sequence										
Big Question: H	low do writer's convey jo	urney in their writing?									
	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2					
	Noughts and Crosses -	Noughts and Crosses -	Frankenstein	Frankenstein	Short Stories and	Short Stories and					
	play	play			Poetry	Poetry					
Big	Understanding play	Considering how	Story forms and their	Plot structure and how	How stories and	Language and how this					
idea/Theme	conventions	character evolves	impact	this shapes meaning	poetry can be used –	is shaped to have an					
		throughout the play			their purpose.	impact on the reader					
Big	Understanding	Understanding how	Victorian context and	How the writer uses	Short stories and their	Understanding how					
idea/Theme	character and theme	plot is developed in a	values	language to show	place in Literature	different cultures are					
		play		thoughts/feelings		presented through					
						Literature					
Big	Understanding how	Considering how the	Characterisation	Moral issues and how	Story plots and	How are journeys					
Idea/Theme	the play translates to	writer uses language		we decide what is	characterisation	demonstrated in short					
	our wider world	to show		'right'		stories/poetry					
		thoughts/feelings of									
		the characters									
Big	Understanding how	Considering how the	Setting and genre	Considering how	Stories and poetry as	Applying the					
idea/Theme	the play is influenced	play relates to our	features	language and	a voice for	ingredients of writing					
	on events from the	wider world (2) and		structure is used in	people/ideas	to our own work.					
	past	what this means for us		order to shape							
		in today's society		meaning and have							
				impact on the reader							
Knowledge		Writing to expl	ain. Writing to describe	e, writing to analyse, w	riting to inform.						
that needs to											
stick		1	1	T	1	1					
Demonstratio	Half Term Knowledge-	End of Term written	Half Term Knowledge-	End of Term written	Half Term Knowledge-	End of Term written					
n of	Based Assessment in	Assessment in class	Based Assessment in	Assessment in class	Based Assessment in	Assessment in class					
Knowledge	class (mixture of		class (mixture of		class (mixture of						
(Assessment)	multiple choice		multiple choice		multiple choice						
	questioning and		questioning and longer		questioning and longer						
	longer response)		response)		response)						



Links to key stage 2/ prior knowledge needed	Romeo and Juliet (from Y8) Writing conventions	Romeo and Juliet (from Y8) Writing conventions	Some feeder schools have studied this so some awareness may be present. Knowledge of how stories are created, knowledge of how language can be used to shape understanding and perceptions.	Some feeder schools have studied this so some awareness may be present. Knowledge of how stories are created, knowledge of how language can be used to shape understanding and perceptions.	Story structures and genre features; characterisation and how this is shaped; poetry terminology.	Story structures and genre features; characterisation and how this is shaped; poetry terminology.
Skill set development	Writing skills, reading/comprehensio n skills, SPaG skills	Writing skills, reading/comprehensio n skills, SPaG skills	Writing skills, reading/comprehensio n skills, SPaG skills	Writing skills, reading/comprehensio n skills, SPaG skills	Writing skills, reading/comprehensio n skills, SPaG skills	Writing skills, reading/comprehensio n skills, SPaG skills
Key Vocabulary (Tier 2/ Tier 3)	Threadbare Terrorist Institutions Economic Liberation Militia Facetious Magnanimous Hypocrite Proverb Stockbroker Ruddy Ineffectual Goading Barbaric Tactics Perpetrators Bulletin Maimed Benefactor	Stage directions Act Scene Metaphor Simile Alliteration Jargon Hyberbole Personification Dramatic Irony	Abhorrence Alchemist Asservaration Aver Benevolence Despondence Dilatoriness Disquisition Dogmatism Ennui Fetter Ignominious Imprecate Indefatigable Panegyric Physiognomy Prognosticate Slake Sublime Timorous	Abhorrence Alchemist Asservaration Aver Benevolence Despondence Dilatoriness Disquisition Dogmatism Ennui Fetter Ignominious Imprecate Indefatigable Panegyric Physiognomy Prognosticate Slake Sublime Timorous	Plot Characterisation Flashback Foreshadowing Theme Conflict Suspense Genre Point of view Protagonist Metaphor Simile Stanza Paragraph Exposition Climax Denouement Falling action Rising action Enjambement	Plot Characterisation Flashback Foreshadowing Theme Conflict Suspense Genre Point of view Protagonist Metaphor Simile Stanza Paragraph Exposition Climax Denouement Falling action Rising action Enjambement



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	Defendant		Uncouth	Uncouth	Onomatopoeia	Onomatopoeia	
	Conscience		Verdure	Verdure	Allusion	Allusion	
	Bigots				Symbol	Symbol	
					Motif	Motif	
Reading and	Reading at the start of	Reading at the start of	Reading at the start of				
Oracy	each English lesson (5-	each English lesson (5-	each English lesson (5-				
	10 mins)	10 mins)	10 mins)	10 mins)	10 mins)	10 mins)	
	Reading Noughts and	Reading Noughts and					
	Crosses, Non-Fiction	Crosses, Non-Fiction					
	texts.	texts.					
Numeracy	Line numbers, timings	Line numbers, timings	Dates needed for	Dates needed for	Dates of short stories	Dates of short stories	
	of the play.	of the play.	context.	context.	and where this places	and where this places	
			Measurements .	Measurements.	them in Literature; line	them in Literature; line	
					beats.	beats.	
Opportunities							
Careers	Playwright, writer,	Playwright, writer,	Librarian, writer,	Librarian, writer,	Writer, poet,	Writer, poet,	
	teacher, scriptwriter.	teacher, scriptwriter.	copywriter, journalist,	copywriter, journalist,	copywriter, historian,	copywriter, historian,	
			historian.	historian.	teacher.	teacher.	
SMSC	What makes us an	What makes us an	Cultural	Cultural	Cultural	Cultural	
including	inclusive society? How	inclusive society? How	beliefs/expectations –	beliefs/expectations –	beliefs/expectations –	beliefs/expectations –	
British	should we learn from	should we learn from	past and present and	past and present and	past and present and	past and present and	
Values,	our past mistakes in	our past mistakes in	how these influence	how these influence	how these influence	how these influence	
Culture and	society?	society?	our society now and	our society now and	our society now and	our society now and	
Diversity	How can we ensure	How can we ensure	understanding	understanding	understanding	understanding	
Diversity	equity vs equality for	equity vs equality for					
	everyone?	everyone?					
Relationship	Relationships, sexual	Relationships, sexual	How we treat each	How we treat each	Our relationship with	Our relationship with	
and Sex	health, consent	health, consent	other, how we see	other, how we see	the world around us.	the world around us.	
Education	between two people,	between two people,	ourselves and how	ourselves and how			
and Health	parental relationships	parental relationships	that impacts the way	that impacts the way			
Education	and their impact on	and their impact on	we treat others.	we treat others.			
Laucation	others.	others.					
Enrichment	Newspaper club, debate	club.		book club (graphic novel	Newspaper club, creativ	Newspaper club, creative writing club.	
Activities			used in some classes).				





An Active Learning Trust School	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Big idea/Theme	To explore the theme of 'conflict' in A Christmas Carol by Charles Dickens	To explore the theme of 'Conflict' in A Christmas Carol by Charles Dickens	To explore the theme of 'conflict' in An Inspector Calls by J.B. Priestley.	To explore the theme of 'conflict' in An Inspector Calls by J.B. Priestley.	To explore the theme of 'Power and Conflict' in the AQA Poetry Anthology.	To explore the theme of 'Power and Conflict' in the AQA Poetry Anthology. To examine a range of 'Unseen Poems'. To plan and present a spoken presentation.
Big idea/Theme	To explore conflict in Victorian society.	To explore the presentation of character and plot in A Christmas Carol.	To explore conflict in society.	To examine the language that Priestley used to present ideas of conflict.	To explore the presentation of different ideas of conflict in the Poetry Anthology.	To develop and comparative skills to compare anthology and unseen poems.
Big Idea/Theme	To examine the language that Dickens used to presents ideas of conflict.	To explore relevant non-fiction texts around Dickens and Victorian society.	To explore the presentation of character and plot in An Inspector Calls.	To read a range of non-fiction texts examine and respond to contemporary social and political ideas.	To explore poetic methods and techniques and examine the language used in the Anthology poems.	To plan, prepare and structure written exam responses.
Big idea/Theme	To examine the narrative and structural techniques that Dickens used.	To plan, structure and write exam responses.	To examine the dramatic and structural techniques that Priestley used.	To practise planning, structuring and writing responses to exam questions.	To examine the range of structural methods used in the poems.	To plan, prepare and present spoken presentation.
Knowledge that needs to stick	Key information about the author, characters, plot. Literary terminology.	Key information about the context, writer, characters and events, together with knowing how to organise and write an exam response.	Key information about the dramatist, characters, plot. Literary terminology.	Key information about the context, writer, characters and events, together with knowing how to organise and write an exam response.	Key information about the poets, poems and poetic techniques. Literary terminology.	Key information about the context, poets and poems together with knowing how to organise and write a comparative exam response. Knowing how to plan and organise a spoken presentation.



Demonstration of	Mid-Term	End of Term	Mid-Term	End of Term	Mid-Term	End of Term
Knowledge	Assessment –	Assessment – Exam	Assessment –	Assessment – Exam	Assessment –	Assessment – Exam
(Assessment)	knowledge based	style question	knowledge based	style question	knowledge based	style question
,				' '		Spoken Language
						Presentation.
Links to key stage 2/	Knowledge of plot,	Knowledge of plot,	Knowledge of plot,	Knowledge of plot,	Knowledge of poetic	Knowledge of plot,
prior knowledge	character and	character and	characters and	character and	techniques and	character and
needed	structure.	structure.	dramatic techniques.	dramatic techniques.	structures.	structure.
	Knowledge of	Knowledge of	Knowledge of	Knowledge of	Knowledge of	Knowledge of
	language methods	language methods	language methods	language methods	language methods	language methods
	and their effects	and their effects.	and their effects.	and their effects.	and their impact on	and their effects on
	Knowledge of	Knowledge of	Knowledge of	Knowledge of	the reader.	the reader.
	different text	different text	different text	different text	Knowledge of	Knowledge of
	features.	features.	features.	features.	different poetic	different poetic
					context features.	context features.
Skill set	Examining the	Examining the	Examining the	Examining the	Examining the	Examining the
development	presentation of ideas	presentation of ideas	presentation of ideas	presentation of ideas	presentation of ideas	presentation of ideas
	in Victorian	in Victorian	in 20 th Century	in 20 th Century	in a variety of	in Poetry.
	Literature.	Literature.	Literature.	Literature.	poetry. Developing	Developing and
	Developing and	Developing and	Developing and	Developing and	and organising	organising written
	organising written	organising written	organising written	organising written	written responses to	responses to key
	responses to key	responses to key	responses to key	responses to key	key ideas in the text.	ideas in the text.
	ideas in the text.	ideas in the text.	ideas in the text.	ideas in the text.		Developing students'
						spoken language
						presentations.
Key Vocabulary (Tier	Narrative	Narrative	Stage directions,	Stage directions,	Enjambment,	Enjambment,
2/ Tier 3)	techniques, context,	techniques, context,	asides, structure,	asides, structure,	juxtaposition,	juxtaposition,
	structure,	structure,	context, patriarchy,	context, patriarchy,	metaphor, simile,	metaphor, simile,
	redemption,	redemption,	socialism, capitalism,	socialism, capitalism,	imagery,	imagery,
	supernatural,	supernatural,	communism,	communism,	personification,	personification,
	pathetic fallacy,	pathetic fallacy,	dramatic irony, class,	dramatic irony, class,	symbolism, context,	symbolism, context,
	metaphor, simile,	metaphor, simile,	society,	society,	quatrain, tercet,	quatrain, tercet,
	juxtaposition.	juxtaposition.	responsibility, civic,	responsibility, civic,	rhyming couplet,	rhyming couplet,
			alderman, charity	alderman, charity	power,	power,



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					individualism,	individualism,
					rhetoric,	rhetoric,
Reading and Oracy	Reading A Christmas	Reading A Christmas	Reading An Inspector	Reading An Inspector	Reading Poems from	Reading poems from
	Carol and a range of	Carol and a range of	Calls and a range of	Calls and a range of	the Anthology.	the Anthology and a
	related non-fiction	related non-fiction	related non-fiction	related non-fiction	Paired and group	range Unseen
	articles. Paired and	articles. Paired and	articles. Paired and	articles. Paired and	discussion, class	poems. Paired and
	group discussion,	group discussion,	group discussion,	group discussion,	presentations.	group discussion,
	class presentations.	class presentations.	class presentations.	class presentations.		class presentations.
Numeracy						
Opportunities						
Careers	Law, Accountancy,	Law, Accountancy,	Police, Social work,	Police, Social work,	Writing, Journalism,	Writing, Journalism,
	Charity work,	Charity work,	Business, Politics,	Business, Politics,	News presenting,	News presenting,
	Advertising.	Advertising.	Theatre, Advertising	Theatre, Advertising.	Media, Advertising.	Media, Advertising.
SMSC including	Tolerance,	Tolerance,	Understanding social	Understanding social	Exploring ideas from	Exploring ideas from
British Values,	Understanding,	Understanding,	classes, the	classes, the	different cultures	different cultures
Culture and	Charity, Forgiveness,	Charity, Forgiveness,	relevance of charity,	relevance of charity,	and time periods,	and time periods,
Diversity	Understanding	Understanding	accepting	accepting	Understanding the	Understanding the
2.1.5.5.5,	different social	different social	responsibility,	responsibility,	individual's	individual's
	classes, Impact of	classes, Impact of	learning from your	learning from your	responsibility in	responsibility in
	poverty.	poverty.	mistakes, the	mistakes, the	society.	society.
			treatment of the	treatment of the		
			poorer classes.	poorer classes.		
Relationship and	Exploring family					
Sex Education and	relationships, work	relationships, work	relationships,	relationships,	relationships, work	relationships, work
Health Education	relationships,	relationships,	pregnancy, and	pregnancy, and	relationships, social	relationships, social
	poverty, and social	poverty, and social	social class.	social class.	class and ideas of	class and ideas of
	class.	class.			identity.	identity.
Enrichment						
Activities						



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Year 11 English Curriculum Sequence Big Question: Autumn Term 1 **Autumn Term 2** Summer Term 1 Summer Term 2 Spring Term 1 Spring Term 2 Big idea/Theme Exploring the idea of Macbeth / Language **English Language English Language English Language and Revision of Language Ambition in Macbeth** Paper 2 exam Paper 2 and Paper 1 **English Literature** and Literature. Paper 1 and Paper 2. by Shakespeare. preparation. preparation. Revision. Big idea/Theme Exploring the use of Reading some non-Reading and Focus on reading Planning and the supernatural in fiction articles retrieving responses to English preparing exam Macbeth. related to Macbeth. information from a Language Papers 1 responses to A range of non-fiction and 2. **Christmas Carol.** texts. Big Idea/Theme **Exploring male** Comparing and Planning and Organising and Planning preparing /female structuring exam summing up and and structuring exam preparing exam relationships in responses to responses for the responses for An comparing Macbeth. Macbeth. information from descriptive / Inspector Calls. different non-fiction narrative writing texts. questions. Big idea/Theme **Exploring ideas of** Organising and **Examining the** Planning preparing Planning and Kingship in Macbeth. writing exam effects of the and structuring exam preparing exam writers' language responses for the responses for responses to Language Paper 1 choices in a range of argument/opinion Macbeth. non-fiction texts. writing questions. and Paper 2. **Knowledge that Understanding of** Understanding of the **Knowing the style** Knowing the style Knowing the style needs to stick character, plot, context of Macbeth. and layout and and layout and and layout and dramatic devices, **Knowing how to** expectations of expectations of expectations of all and the key ideas of respond to the English Paper 2. English Paper 2. Exam Papers. the play. different reading and **Understanding of** writing questions on Shakespearean Language Paper 1 and paper2. Language. **Demonstration of** Mid-term **Mock Exams Mock Exams** Ongoing Ongoing Knowledge assessment assessments for assessments for (Assessment) knowledge based **English Language.** Language and Literature.



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	play.					
Links to key stage 2/	Knowledge of					
prior knowledge	Shakespeare.	differences between	differences between	differences between	differences between	
needed	Understanding of	the different types of	the different types of	the different types of	the different types of	
	plays and dramatic	texts and	texts and	texts and	texts and	
	devices.	understanding of	understanding of	understanding of	understanding of	
		how to produce and				
		organise writing for	organise writing for	organise writing for	organise writing for	
		different text types.	different text types.	different text types.	different text types.	
Skill set	Selecting relevant	Focused reading	Focused reading	Focused reading	Focused reading	
development	information to	skills, selecting	skills, selecting	skills, selecting	skills, selecting	
	answer exam	relevant information	relevant information	relevant information	relevant information	
	questions.	from the texts to				
	Understand the	answer the	answer the	answer the	answer the	
	context of	questions, to	questions, to	questions, to	questions, to	
	Shakespeare and	organise, paragraph	organise, paragraph	organise, paragraph	organise, paragraph	
	Macbeth.	and punctuate	and punctuate	and punctuate	and punctuate	
		writing to have an				
		impact on the	impact on the	impact on the	impact on the	
		reader's response.	reader's response.	reader's response.	reader's response.	
Key Vocabulary (Tier	Character, plot,	Retrieval,	Retrieval,	Retrieval,	Retrieval,	
2/ Tier 3)	dramatic irony,	suggestion,	suggestion,	suggestion,	suggestion,	
	ambition,	inference, narrative	inference, narrative	inference, narrative	inference, narrative	
	supernatural,	style, impersonal,	style, impersonal,	style, impersonal,	style, impersonal,	
	regicide, duplicitous,	neutral, connective,	neutral, connective,	neutral, connective,	neutral, connective,	
	Jacobean, dramatic	conjunction,	conjunction,	conjunction,	conjunction,	
	tension, Thane,	metaphor, simile,	metaphor, simile,	metaphor, simile,	metaphor, simile,	
	kingship,	symbolism, allusion,	symbolism, allusion,	symbolism, allusion,	symbolism, allusion,	
		imagery,	imagery,	imagery,	imagery,	
		personification,	personification,	personification,	personification,	
		authorial purpose.	authorial purpose.	authorial purpose.	authorial purpose.	
Reading and Oracy	Reading Macbeth.	Reading a range of				
	Paired and group	fiction and non-	fiction and non-	fiction and non-	and non-fiction texts	
	discussion.	fiction texts. Paired	fiction texts. Paired	fiction texts. Paired	and Literary exam	



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		and group	and group	and group	texts. Paired and	
		discussion.	discussion.	discussion.	group discussion.	
Numeracy						
Opportunities						
Careers	Writing, Journalism, News presenting, Media, Police, Social work, Business, Politics, Theatre, Advertising.	Writing, Journalism, News presenting, Media, Police, Social work, Business, Politics, Theatre, Advertising.	Writing, Journalism, News presenting, Media, Police, Social work, Business, Politics, Theatre, Advertising.	Writing, Journalism, News presenting, Media, Police, Social work, Business, Politics, Theatre, Advertising.	Writing, Journalism, News presenting, Media, Police, Social work, Business, Politics, Theatre, Advertising.	
SMSC including British Values, Culture and Diversity	Understanding social classes, social responsibility, learning from your mistakes, the treatment of the other members of society.	Exploring ideas from different cultures and time periods, Understanding the individual's responsibility in society.	Exploring ideas from different cultures and time periods, Understanding the individual's responsibility in society.	Exploring ideas from different cultures and time periods, Understanding the individual's responsibility in society.	Exploring ideas from different cultures and time periods, Understanding the individual's responsibility in society.	
Relationship and Sex Education and Health Education	Exploring family relationships, social relationships and social class. Exploring identity and responsibility.	Exploring family relationships, social relationships and social class. Exploring identity and responsibility.	Exploring family relationships, social relationships and social class. Exploring identity and responsibility.	Exploring family relationships, social relationships and social class. Exploring identity and responsibility.	Exploring family relationships, social relationships and social class. Exploring identity and responsibility.	
Enrichment Activities	Morning and after- school intervention sessions.	Morning and after- school intervention sessions.	Morning and after- school intervention sessions.	Morning and after- school intervention sessions.	Morning and after- school intervention sessions.	

