

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

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

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

Year 8 English Curriculum 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.

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

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

	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: How do writer's convey journey in their writing?						
	Autumn Term 1 Noughts and Crosses - play	Autumn Term 2 Noughts and Crosses - play	Spring Term 1 Frankenstein	Spring Term 2 Frankenstein	Summer Term 1 Short Stories and Poetry	Summer Term 2 Short Stories and Poetry
Big idea/Theme	Understanding play conventions	Considering how character evolves throughout the play	Story forms and their impact	Plot structure and how this shapes meaning	How stories and poetry can be used – their purpose.	Language and how this is shaped to have an impact on the reader
Big idea/Theme	Understanding character and theme	Understanding how plot is developed in a play	Victorian context and values	How the writer uses language to show thoughts/feelings	Short stories and their place in Literature	Understanding how different cultures are presented through Literature
Big Idea/Theme	Understanding how the play translates to our wider world	Considering how the writer uses language to show thoughts/feelings of the characters	Characterisation	Moral issues and how we decide what is 'right'	Story plots and characterisation	How are journeys demonstrated in short stories/poetry
Big idea/Theme	Understanding how the play is influenced on events from the past	Considering how the play relates to our wider world (2) and what this means for us in today's society	Setting and genre features	Considering how language and structure is used in order to shape meaning and have impact on the reader	Stories and poetry as a voice for people/ideas	Applying the ingredients of writing to our own work.
Knowledge that needs to stick	Writing to explain. Writing to describe, writing to analyse, writing to inform.					
Demonstration of Knowledge (Assessment)	Half Term Knowledge-Based Assessment in class (mixture of multiple choice questioning and longer response)	End of Term written Assessment in class	Half Term Knowledge-Based Assessment in class (mixture of multiple choice questioning and longer response)	End of Term written Assessment in class	Half Term Knowledge-Based Assessment in class (mixture of multiple choice questioning and longer response)	End of Term written Assessment in class

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/comprehension skills, SPaG skills	Writing skills, reading/comprehension skills, SPaG skills	Writing skills, reading/comprehension skills, SPaG skills	Writing skills, reading/comprehension skills, SPaG skills	Writing skills, reading/comprehension skills, SPaG skills	Writing skills, reading/comprehension 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 Gross misconduct	Stage directions Act Scene Metaphor Simile Alliteration Jargon Hyberbole Personification Dramatic Irony	Abhorrence Alchemist Asservation Aver Benevolence Despondence Dilatoriness Disquisition Dogmatism Ennui Fetter Ignominious Imprecate Indefatigable Panegyric Physiognomy Prognosticate Slake Sublime Timorous Torpor	Abhorrence Alchemist Asservation Aver Benevolence Despondence Dilatoriness Disquisition Dogmatism Ennui Fetter Ignominious Imprecate Indefatigable Panegyric Physiognomy Prognosticate Slake Sublime Timorous Torpor	Plot Characterisation Flashback Foreshadowing Theme Conflict Suspense Genre Point of view Protagonist Metaphor Simile Stanza Paragraph Exposition Climax Denouement Falling action Rising action Enjambement Alliteration	Plot Characterisation Flashback Foreshadowing Theme Conflict Suspense Genre Point of view Protagonist Metaphor Simile Stanza Paragraph Exposition Climax Denouement Falling action Rising action Enjambement Alliteration

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



An Active Learning Trust School

Year 10 English Curriculum Sequence



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

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



An Active Learning Trust School

--	--	--	--	--	--	--

Year 11 English Curriculum Sequence

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

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

		and group discussion.	and group discussion.	and group discussion.	texts. Paired and 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.	



An Active Learning Trust School