



Subject Curriculum – Year 7

Big Ideas & Purpose

Autumn Term

This unit aims to combine the two key base elements of English Literature and English Language- reading and writing, through the medium of mythological texts, including a full text study of *The Girl of Ink and Stars*.

Key Takeaway

By the end of this unit, pupils will have developed an understanding of the importance of setting in contribution to the atmosphere and tone of a text and developed their skills in creation of tone and atmosphere through setting.

Golden Threads

Language Analysis and Application
Structural Analysis and Application
Authorial Intent and crafting writing

Key Themes

Relationships
Identity

Spring Term

Part 1- Voices in Poetry

This unit is an exploration of a range of poems which represent other cultures, with specific emphasis on the themes of identify, relationships and resisting oppression, whilst looking at varying forms and voices in poetry. It allows pupils to develop an awareness of writer's making purposeful choices, analysing meaningful choices in form, language and structure being inextricably linked to the delivery of the poets' messages. Pupils are exposed to poems from a range of cultures and time periods, enhancing the appreciation of different poetic movements and voices. It has been strategically placed at this point in their learning journey to build on ideas about identity and belonging explored in their study in Unit 1, and to increase their cultural awareness and awareness of writer's/ poetic voice before they embark on future study. Pupils will also be explicitly taught about the importance of context when analysing a text to gain a deeper understanding into the writer's message.

Poems will include:

The British by Benjamin Zephaniah (the importance of equality)
Blessing by Imtiaz Dharker (the importance of hope)

Summer Term

This unit is an exploration of Shakespeare's play *The Tempest*, with a focus on the conventions of Shakespearian drama, characterisation and Shakespeare in performance. It allows pupils to develop an awareness of Shakespeare's life and work, dramatic conventions, and an in-depth exploration of characterisation through analysis of language and structure. Pupils will also develop their foundational knowledge of literary analysis, and developing a personal response to Shakespeare's work. It has been strategically placed at this point in their learning journey to build on pupils' knowledge of Shakespeare acquired in KS2 and applying this to a full play study to develop a love of Shakespeare. Pupils will cover structures used in language analysis and creative writing which will underpin their work in following units.

Key Takeaway

By the end of this unit, pupils will have studied the play *The Tempest* in full, with a particular focus on the ambiguity of the heroic and/or villainous nature of Prospero and Caliban.

Key Skills

Language Analysis and Application
Authorial Intent and crafting writing

Island Man by Grace Nichols (the importance of place)
Selection of Japanese Haikus (importance of nature in culture)
Game Changer by Solli Raphiel (the importance of using our voice)

Texts in context

Key Themes
Relationships
Power
Conflict

Key Takeaway

By the end of this unit, pupils will have studied and compared a range of poems from different cultures, with a specific focus on presenting identities, cultures and viewpoints.

Golden Threads

Language Analysis and Application
Texts in Context
Comparisons and links

Key Themes

Identity
Power

Part 2- Viewpoints in the Media

This unit is an exploration of presentation of different viewpoints and forms in the media, with a particular focus on pupils presenting their own viewpoint in a range of forms in order to produce their own 'magazine style' portfolio. It allows pupils to develop their writing voice and the ability to adapt their writing to a specific form, audience and purpose, as well as developing their awareness of writers making purposeful choices in order to develop rhetoric. It has been strategically placed at this point in their learning journey to build on the common themes studied across topics so far (identity)

and apply these to their own voice in a creative way. Pupils will have repeated opportunities to apply their knowledge of language and structural features developed so far in year 7 to their own writing.

Key Takeaway

By the end of this unit, pupils will have gained an increased understanding of different forms of non-fiction writing and will have crafted their own pieces of writing to form a non-fiction portfolio magazine.

Key Skills

Language Analysis and Application
 Authorial Intent and Crafting Writing

Key Themes

Identity
 Power
 Responsibility

Programme of Study

**HT1 & 2
 Out of This World**

Key Assessments

- Key Word Test
- POP Task 1: Creative Writing based on an image
- Knowledge Quiz
- Summative Assessment: Creative writing based on an image

**HT3 & 4
 Views and Voices**

- Key Word Test
- POP Task 1: Language Analysis: Poetry
- Knowledge Quiz
- Summative Assessment: Language Analysis: Non-Fiction Texts

**HT5 & 6
 Good vs Evil: The Tempest**

- Key Word Test
- POP Task 1: Reading- *How does Shakespeare...*
- Knowledge Quiz
- Summative Assessment: Reading- *How does Shakespeare...*

Our Lady and St. Bede Catholic Academy

Subject Curriculum – Year 8



Autumn Term

Spring Term

Summer Term

Big Ideas & Purpose

This unit is an exploration of Shakespeare's play 'Much Ado About Nothing', with a focus on identifying the characteristics of Shakespeare's comedy, the explorations of social expectations and Shakespeare in performance. It allows pupils to develop their skills of analysis and apply their knowledge of Shakespeare's work to a whole play. Pupils will explore Shakespeare's work while making links to the context in which it was written, considering how these ideas are explored in *Much Ado About Nothing*.

Pupils will develop their understanding of the dramatic implications of stage directions, consider the effect of the structure of the play and to be able to identify and comment on the themes of the play. **It has been strategically placed at this point in their learning journey to** build on pupils' knowledge of Shakespeare acquired in Year 7 and applying this to a full play study to develop their knowledge of Shakespeare's work and ability to respond to it on a critical and personal level. Pupils will cover structures used in language analysis which will underpin their work in following units.

Key Takeaway

By the end of this unit, pupils will have studied the play *Much Ado About Nothing* in full, with a particular focus on the relationships within the text and ideas about internal and external conflict.

Key Skills

Language Analysis and Application
Authorial Intent and crafting writing
Texts in context

Part 1 - What's Your Order?

This unit is an exploration of short stories with a specific emphasis on narrative structure and descriptive language. Throughout the scheme the students will explore themes of identity, belonging, relationships and mystery. It allows pupils to develop an awareness of writer's making purposeful choices, covering an in-depth exploration of how writers use structure and description to captivate an audience. Pupils will also develop their year 7 knowledge of language and structural features, with opportunities to develop their own narrative pieces of writing that both obey and challenge the stereotypical expectations of structure. It has been strategically placed at this point in their learning journey to build upon the knowledge students have gained in completing the *Coraline* scheme whilst giving them a deeper level of understanding as to the effects of writers' intentions. Pupils will continue to embed structures used in language analysis, analysis of structure and creative writing, developing their narrative voice.

Key Takeaway

By the end of this unit, pupils will have studied and compared a range of fiction texts and poems, with a specific focus on how writers use structure to develop atmosphere and interest the reader.

Key Skills

Structural Analysis and Application
Authorial Intent and Crafting Writing
Comparisons and links

This unit is an exploration of the text *Animal Farm* by George Orwell, with specific emphasis on the themes of power, conflict and relationships, and an exploration of conventions from the political and dystopian genres. It allows pupils to develop an awareness of writer's making purposeful choices, covering an in-depth exploration of characterisation through analysis of language and structure. Pupils will also develop their foundational knowledge of language and structural features, with opportunities to develop their own writing craft. It has been strategically placed at this point in their learning journey to culminate all skills covered so far in year 8, both reading and writing skills, into applying this to a full text study. The text is ambitious and has clear links to KS4 curriculum, for example texts with a political message.

Key Takeaway

By the end of this unit, pupils will have studied the text *Animal Farm* in full, with a particular focus on the use of texts in relation to politics and the use of power and conflict within texts.

Key Skills

Language Analysis and Application
Structural analysis and application
Authorial Intent and crafting writing
Texts in context

Key Themes

Power
Conflict
Responsibility

Key Themes

Relationships

Power

Conflict

Key Themes

Relationships

Identity

Part 2: Order in Court!

This unit is an exploration of a presentation of different viewpoints and forms in the media, with a particular focus on pupils analysing a variety of non-fiction texts on a selected topic before composing and delivering their own speech on the topic, based on the non-fiction texts they have explored. It allows pupils to develop their writing voice and the ability to adapt their writing to a specific form, audience and purpose, as well as developing their awareness of writers making purposeful choices in order to develop rhetoric. It explicitly teaches pupils the importance of developing their voice and a reasoned response. In their speech delivery, pupils will also develop their oracy skills. It has been strategically placed at this point in their learning journey to build on the common themes studied across topics so far (identity/ relationships/ conflict) and apply these to their own voice in a creative way. Pupils will use their awareness of voice and rhetoric developed earlier in year 7 and 8 to one specific piece of writing, allowing them to develop skills of editing and ensuring they are making the best choices in terms of language and structure.

Key Takeaway

By the end of this unit, pupils will have developed their understanding of rhetoric and will have analysed a variety of forms of

non-fiction writing before consciously crafting a speech exploring their views on the topic.

Key Skills

Authorial Intent and Crafting Writing
 Texts in context

Key Themes

Power
 Responsibility
 Conflict

Programme of Study	HT1 & 2	HT3 & 4	HT5 & 6
	War or Peace: Much Ado About Nothing	Order and Chaos	Power to the People
Key	<ul style="list-style-type: none"> • Key Word Test 	<ul style="list-style-type: none"> • Key Word Test 	<ul style="list-style-type: none"> • Key Word Test
Assessments	<ul style="list-style-type: none"> • POP Task 1: Reading: <i>How does Shakespeare...</i> • Knowledge Quiz • Summative Assessment: Reading: <i>How does Shakespeare...</i> 	<ul style="list-style-type: none"> • POP Task 1: Writing- Narrative Writing • Knowledge Quiz • Summative Assessment: Writing: Non-Fiction Writing 	<ul style="list-style-type: none"> • POP Task 1: Reading: <i>How does Orwell...</i> • Knowledge Quiz • Summative Assessment: Reading: <i>How does Orwell...</i>

Our Lady and St. Bede Catholic Academy

Subject Curriculum – Year 9



Big Ideas & Purpose

Autumn Term

This unit is an exploration of multiple complex fiction and non-fiction text types linked by the theme of Gothic Literature, in order to give them a rich insight into the genre. It allows pupils to develop an understanding of context around gothic literature and the key elements of gothic literature. By studying a range of complex texts from the gothic genre students will focus on how settings and characters are presented through the gothic genre. The structure of these texts will be analysed and students will use this as inspiration to create their own gothic description. Gothic literature extracts and poetry are used to explore themes of relationships, entrapment, violence, the supernatural and gender roles. It has been strategically placed at this point in their learning journey to develop a knowledge of a variety of genres, progress skills of analysis and creative writing and to prepare students for study at GCSE level.

Key Takeaway

By the end of this unit, pupils will have studied and compared a range of gothic texts to allow them to develop their skills in fiction analysis and crafting their own fiction.

Key Skills

Language analysis and application
Structural analysis and application
Authorial intent and crafting writing

Spring Term

This unit is an exploration of Shakespeare's play 'Romeo and Juliet', with a focus on identifying and explaining the impact of the conventions of Shakespearian tragedy, the themes of love, conflict and fate, the use of symbolism, and to be able to identify and comment on Shakespeare's use of blank verse and prose. Students will learn about the origins of the tragic genre with a consideration of its beginnings in Greek theatre, and explore the differences between this and Shakespearian tragedy. It allows pupils to develop and apply their knowledge of Shakespeare's work to a whole play, developing their skills of analyses and essay writing, and consider the conventions of a Shakespearian tragedy in preparation for the study of 'Macbeth' at GCSE. Pupils will be able to identify and comment on the themes of the play and identify and comment on Shakespeare's use of symbolism whilst applying their contextual knowledge of gender roles, masculinity and the presentation of fate. It has been strategically placed at this point in their learning journey to build on pupils' knowledge of Shakespeare acquired in Year 7 and 8, and applying this to a full play study to develop their knowledge of Shakespeare's work and ability to respond to it on a critical and personal level, thus preparing them for the study of 'Macbeth' at GCSE level. Pupils will revise structures

Summer Term

This unit is an exploration of a range of poetry from the 1800s to the modern day, exploring how society and individuals are affected by conflict in a range of contexts: war, gender, identity, and race. This learning is supplemented by the study of a variety of 'famous' speeches throughout time, exploring similar concepts and themes. It allows pupils to develop an appreciation of how different forms of literature can explore and convey similar ideas for similar purposes and, ultimately, how this is influenced by real-world events and in turn how the world is influenced. Whilst developing their understanding of poetic genre, form and structure, students are introduced to schools of thought and literary movements such as Romanticism. Within transactional writing, students present their learning of rhetorical devices and persuasive techniques from the speeches they have studied by creating and using their own examples. It has been strategically placed at this point in their learning journey to act as a gateway to students' study of poetry in Key Stage 4 in preparation for their English Literature GCSE, equipping them with the necessary skills for poetic analysis in an extended format, analysing language, form and structure.

Key Takeaway

By the end of this unit, pupils will have studied and compared a range of poems

Comparisons and links

Key Themes

Relationships
Identity
Conflict

used in language analysis which will underpin their work in following units.

Key Takeaway

By the end of this unit, pupils will have studied the play *Romeo and Juliet* in full, with a particular focus on the conflict felt by characters, and the sacrifices they are willing to make.

Key Skills

Language Analysis and Application
Authorial Intent and crafting writing
Texts in context

Key Themes

Relationships
Power
Conflict
Responsibility

and non-fiction texts, with a particular focus on how writers communicate ideas around conflict and viewpoint.

Key Skills

Language analysis and application
Structural analysis and application
Authorial intent and crafting writing
Comparisons and links

Key Themes

Identity
Conflict
Power
Responsibility

Programme of Study

**HT1 & 2
The Darkness Within**

**HT3 & 4
To Die For: Romeo and Juliet**

**HT5 & 6
Communicating Conflict**

Key Assessments

- Key Word Test
- POP Task 1: Creative Writing based on an image
- Knowledge Quiz
- Summative Assessment: Creative writing based on an image

- Key Word Test
- POP Task 1: Reading: *How does Shakespeare...*
- Knowledge Quiz
- Summative Assessment: Reading: *How does Shakespeare...*

- Key Word Test
- POP Task 1: Reading: *How does Shakespeare...*
- Knowledge Quiz
- Summative Assessment: Reading: *How does Shakespeare...*

Our Lady and St. Bede Catholic Academy

Subject Curriculum – Year 10



Autumn Term

Spring Term

Summer Term

Big Ideas & Purpose

ENGLISH LANGUAGE: We aim for pupils to read fluently, and with good understanding, a wide range of texts from the 19th, 20th and 21st centuries; read and evaluate texts critically and make comparisons; summarise and synthesise information or ideas from texts; use knowledge gained from wide reading to inform and improve their own writing; write effectively and coherently using Standard English appropriately; use grammar correctly and punctuate and spell accurately; acquire and apply a wide vocabulary, alongside a knowledge and understanding of grammatical terminology, and linguistic conventions for reading, writing and spoken language; and listen to and understand spoken language and use spoken Standard English effectively.

ENGLISH LITERATURE: We aim for pupils to read a wide range of classic literature fluently and with good understanding, and make connections across their reading; read in depth, critically and evaluatively, so that they are able to discuss and explain their understanding and ideas; develop the habit of reading widely and often; appreciate the depth and power of the English literary heritage; write accurately, effectively and analytically about their reading, using Standard English; acquire and use a wide vocabulary, including the grammatical terminology and other literary and linguistic terms they need to criticise and analyse what they read.

Programme of Study

HT1	HT2	HT3	HT4	HT5	HT6
Power and Conflict Cluster 1	Power and Conflict Cluster 2	Power and Conflict Cluster 3	Macbeth	English Language Paper 2	Unseen Poetry
An Inspector Calls	English Language Paper 1	Macbeth	Power and Conflict Cluster 4	Power and Conflict Cluster 5	Spoken Language Endorsement

Key In Class Assessments

POP Task 1: An Inspector Calls- Character Question
POP Task 2: Poetry Comparison Essay
POP Task 3: English Language Paper 1

January Mock: English Language Paper 1
POP Task 1: Poetry Comparison
POP Task 2: Macbeth- Theme Question

POP Task 1: English Language Paper 2
Summer Mocks:
 English Literature Paper 1 Sec A
 English Literature Paper 2
 English Language Paper 1
 English Language Paper 2

Key Skills**ENGLISH LANGUAGE:**

AO1: identify and interpret explicit and implicit information and ideas
 select and synthesise evidence from different texts; **AO2:** Explain, comment on and analyse how writers use language and structure to achieve effects and influence readers, using relevant subject terminology to support their views; **AO3:** Compare writers' ideas and perspectives, as well as how these are conveyed, across two or more texts; **AO4:** Evaluate texts critically and support this with appropriate textual references; **AO5:** Communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences. Organise information and ideas, using structural and grammatical features to support coherence and cohesion of texts; **AO6:** Candidates must use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation. (This requirement must constitute 20% of the marks for each specification as a whole.); **AO7:** Demonstrate presentation skills in a formal setting; **AO8:** Listen and respond appropriately to spoken language, including to questions and feedback on presentations; **AO9:** Use spoken Standard English effectively in speeches and presentations

ENGLISH LITERATURE:

AO1: Read, understand, and respond to texts. Students should be able to: maintain a critical style and develop an informed personal response, use textual references, including quotations, to support and illustrate interpretations. **AO2:** Analyse the language, form and structure used by a writer to create meanings and effects, using relevant subject terminology where appropriate. **AO3:** Show understanding of the relationships between texts and the contexts in which they were written. **AO4:** Use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation

Our Lady and St. Bede Catholic Academy

Subject Curriculum – Year 11 (2023-2024 only)



	Autumn Term	Spring Term	Summer Term		
Big Ideas & Purpose	ENGLISH LANGUAGE: We aim for pupils to read fluently, and with good understanding, a wide range of texts from the 19th, 20th and 21st centuries; read and evaluate texts critically and make comparisons; summarise and synthesise information or ideas from texts; use knowledge gained from wide reading to inform and improve their own writing; write effectively and coherently using Standard English appropriately; use grammar correctly and punctuate and spell accurately; acquire and apply a wide vocabulary, alongside a knowledge and understanding of grammatical terminology, and linguistic conventions for reading, writing and spoken language; and listen to and understand spoken language and use spoken Standard English effectively. ENGLISH LITERATURE: We aim for pupils to read a wide range of classic literature fluently and with good understanding, and make connections across their reading; read in depth, critically and evaluatively, so that they are able to discuss and explain their understanding and ideas; develop the habit of reading widely and often; appreciate the depth and power of the English literary heritage; write accurately, effectively and analytically about their reading, using Standard English; acquire and use a wide vocabulary, including the grammatical terminology and other literary and linguistic terms they need to criticise and analyse what they read.				
Programme of Study 2022-2023	Poetry Cluster 5 Unseen Poetry	A Christmas Carol	English Language Paper 1 and 2	Exam Skills/ Revision	Exam Skills/ Revision
Key Assessments	November Mock Preparation and Revision November Mock: English Literature Paper 2 English Language Paper 1		Pre-Public Exams English Literature Paper 1 English Literature Paper 2 English Language Paper 1		

In Class Assessments:

English Language Paper 2

POP Task: A Christmas Carol

In Class Assessments:

POP Task: English Language Paper 1 Sec B

POP Task: English Language Paper 2 Sec B

Unseen Poetry Analysis and Comparison

Key Skills**ENGLISH LANGUAGE:****AO1:** identify and interpret explicit and implicit information and ideas

select and synthesise evidence from different texts; **AO2:** Explain, comment on and analyse how writers use language and structure to achieve effects and influence readers, using relevant subject terminology to support their views; **AO3:** Compare writers' ideas and perspectives, as well as how these are conveyed, across two or more texts; **AO4:** Evaluate texts critically and support this with appropriate textual references; **AO5:** Communicate clearly, effectively and imaginatively, selecting and adapting tone, style and register for different forms, purposes and audiences. Organise information and ideas, using structural and grammatical features to support coherence and cohesion of texts; **AO6:** Candidates must use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation. (This requirement must constitute 20% of the marks for each specification as a whole.); **AO7:** Demonstrate presentation skills in a formal setting; **AO8:** Listen and respond appropriately to spoken language, including to questions and feedback on presentations; **AO9:** Use spoken Standard English effectively in speeches and presentations

ENGLISH LITERATURE:**AO1:** Read, understand and respond to texts. Students should be able to:

maintain a critical style and develop an informed personal response

use textual references, including quotations, to support and illustrate interpretations. **AO2:** Analyse the language, form and structure used by a writer to create meanings and effects, using relevant subject terminology where appropriate. **AO3:** Show understanding of the relationships between texts and the contexts in which they were written. **AO4:** Use a range of vocabulary and sentence structures for clarity, purpose and effect, with accurate spelling and punctuation

