

	Knowledge and Understanding	Knowledge and Understanding	Skills	Skills	Assessment	Subject Specific Literacy	Cross-Curricular Links
	Components (Key concepts)	Composite (Bigger Picture)	Components (Key concepts)	Composite (Bigger Picture)	What is being assessed, how and when?	Key Vocabulary	Including Personal Development and SMSC
Autumn Term 1	<p><b>Gothic Fiction SOL</b></p> <p>Students will be introduced to the Gothic genre and its characteristics; analyse the portrayal of villains in Gothic literature; study the use of language in creating a Gothic atmosphere; and compare and contrast Gothic villains from different texts.</p>	<p>Students will read a range of Gothic fiction extracts and explore the different techniques and devices used to create atmosphere and character.</p>	<p>Students will: be able to identify and describe the typical characteristics and traits of a Gothic villain; use detailed and evocative language to create an atmosphere of suspense and fear; craft a narrative voice that complements the dark and eerie tone of Gothic literature; integrate Gothic settings into their writing; build suspense and tension through pacing, structure and the use of literary devices; use symbolism to deepen the thematic content of their writing; create a multi-dimensional Gothic villain; use dialogue to reflect the attributes of their Gothic villain; master the use of visual imagery to reinforce the unsettling tone of their piece and show awareness of how real historical events and societal fears can influence the characteristics and actions of a Gothic villain.</p>	<p>Students will: understand the characteristics of Gothic villains; use descriptive language; develop a strong narrative voice; incorporate Gothic settings; build suspense and tension; employ symbolism and themes; create complex characters; use dialogue effectively; integrate visual imagery and reflect on historical context.</p>	<p><b>Create a piece of writing that features a multi-dimensional Gothic villain who is not purely evil.</b></p> <p><b>Multiple Choice Quiz</b></p> <p><b>Reading Comprehension Questions</b></p>	<p>Gothic, Gothic Genre; Melodramatic Supernatural; Macabre; Symbolism; Malevolent; Sinister; Gothic Literature; Gothic Villain; Motivations; Contrast Impact; Antagonist, Protagonist; Villain Descriptive Language Techniques</p>	<p><b>Social</b> – using social skills in different contexts; <b>Moral</b> – understanding the consequences of actions; <b>Spiritual</b> – using imagination and creativity in their learning; <b>Cultural</b> – participating in and responding to cultural activities.</p> <p><b>Personal Development Themes:</b> Tolerance and Respect</p> <p><b>Cross-curricular Link:</b> Drama, History, PSHE, Reading, Geography, Science, ELSA.</p>
Autumn Term 2	<p><b>A Christmas Carol SOL</b></p> <p>Students will: identify and comment on Dickens' language style; focus on extracts describing Scrooge and his personality; analyse metaphors, similes and personification in the text; study the impact of language on the reader's emotions and views and critique the effectiveness of Dickens' language use.</p>	<p>Students will read the novel <b>A Christmas Carol</b> by Charles Dickens and consider the presentation of the main character, Ebenezer Scrooge as the antagonist/protagonist.</p>	<p>Students will be able to accurately comprehend and recall specific language descriptions used by Dickens to portray the character of Scrooge; interpret the impact of Dickens' choice of language on the reader; analyse how Scrooge's character evolves from the beginning to the end of the text; adeptly use quotations and detailed references to the text to support their interpretations and analysis of the language used to describe Scrooge; evaluate why Dickens might have chosen specific ways to present Scrooge and how this reflects the social and historical context of the time; compare the language used to describe Scrooge with the language used to describe others in the text; recognise the narrative perspective and understand how this influences the portrayal of Scrooge; reflect on how the language describing Scrooge affects their responses and interpretations and engage in discussions and debates about their interpretations of Scrooge's character.</p>	<p>Students will understand: the difference between literal description and metaphorical language and be able to infer traits from these descriptions; understand how Dickens' use of figurative language enhances the reader's perception of Scrooge's personality throughout the novella; link changes in language and imagery used to describe Scrooge to key events that affect these changes; be able to contextualise quotes within the novella; consider Dickens' wider purpose in terms of themes of social injustice and redemption; highlight contrasts and enhance understanding of character roles and relationships; discuss how the third-person omniscient viewpoint allows insight into Scrooge's thoughts and feelings.</p>	<p><b>How does Charles Dickens use language to describe the character of Scrooge?</b></p> <p><b>Multiple Choice Quiz</b></p> <p><b>Reading Comprehension Questions</b></p>	<p>Metaphor; Simile; Alliteration; Hyperbole; Characterisation; Direct Characterisation; Indirect Characterisation; Personification; Figurative Language; Tone; Language Effect; Language Choices; Emotive Language; Rhetorical Devices</p>	<p><b>Social</b> – exploring conflict and how it is resolved; <b>Moral</b> – investigating and offering reasoned views about moral and ethical issues and understanding and appreciating the viewpoints of others on these issues; <b>Spiritual</b> – understanding human feelings and emotions; <b>Cultural</b> – exploring and showing respect for different socio-economic groups.</p> <p><b>Personal Development Themes:</b> Individual Liberty Tolerance and Respect</p> <p><b>Cross-curricular Link:</b> History, PSHE, Reading, Drama, ELSA.</p>

	<b>Knowledge and Understanding</b>	<b>Knowledge and Understanding</b>	<b>Skills</b>	<b>Skills</b>	<b>Assessment</b>	<b>Subject Specific Literacy</b>	<b>Cross-Curricular Links</b>
	Components (Key concepts)	Composite (Bigger Picture)	Components (Key concepts)	Composite (Bigger Picture)	What is being assessed, how and when?	Key Vocabulary	Including Personal Development and SMSC
<b>Spring Term 1</b>	<p><b>Shakespeare's Villains</b></p> <p>Students will: understand the characteristics of a villain in Shakespeare's plays; analyse language used to present villainy in Shakespeare's works; explore motivations behind Shakespearean villainy; examine the impact of villains on plot development and evaluate the concept of villainy across different plays.</p>	Students will read a wide range of extracts from different Shakespeare plays and explore the role of the villain in advancing the plot.	Students will be able to: analyse and discuss the traits, motives and behaviours that define the chosen villainous character in a play by Shakespeare; exhibit a deep understanding of the text where the character appears; use a creative format that maintains the linguistic style of Shakespeare where possible; articulate the inner thoughts, conflicts and untold motives of the character using first-person narration, explore complex themes and emotions experienced by the character and construct a logically flowing narrative in the form of a diary or narrative; skillfully integrate Shakespearean language and rhetorical devices in their writing.	Students will demonstrate their understanding of characterisation; and engagement with the chosen text; ensure authenticity to the character's voice as established by Shakespeare; offer a new interpretation of the character's internal conflict; demonstrate a clear narrative structure; integrate a range of Shakespearean language and devices within their own writing.	<p><b>Write a diary or a monologue as one of Shakespeare's villainous characters.</b></p> <p><b>Multiple Choice Quiz</b></p> <p><b>Reading Comprehension Questions</b></p>	Villain, Tragic Flaw, Soliloquy, Iambic Pentameter, Tragedy, Complex Character, Motivation, Protagonist, Antagonist; Deception, Hubris, Ambition, Power, Conflict, Manipulation, Foreshadowing, Machiavellian.	<p><b>Social</b> – developing personal qualities and using social skills; <b>Moral</b> – recognising right from wrong; <b>Spiritual</b> – exploring the values and beliefs of others; <b>Cultural</b> – exploring, understanding and respecting diversity.</p> <p><b>Personal Development Themes:</b></p> <p>The Rule of Law Individual Liberty Tolerance and Respect</p> <p><b>Cross-curricular Link:</b></p> <p>Reading, Drama, History, PSHE, ELSA.</p>
<b>Spring Term 2</b>	<p><b>Days That Shook The World SOL</b></p> <p>Students will: understand how historical events are portrayed in different media formats; analyse the portrayal of the Hillsborough disaster in various media; compare how media coverage of local vs. global impacts of significant events focusing on 9/11 events; explore the role of the media during emergencies, using the Covid pandemic lockdown as a case study; evaluate how media shape historical narratives and public memory.</p>	Students will: understand how different media formats are used to portray historical events; study media clips and articles from various sources about the Hillsborough disaster, focusing on language and bias; examine local and international news reports on the 9/11 attacks, discussing the differences in coverage and perspectives; analyse various media outputs during the initial lockdown, including government briefings and social media posts; debate the effects of media portrayals on public memory and historical records.	Students will be able to: identify the components of a news report, including headline, byline, lead, body and tail; use journalistic language that reflects the concise and factual nature of news reporting; utilise distinct features that reflect the concise and factual nature of news reporting; demonstrate competence in researching an event using credible sources and ensuring all information is accurate and verifiable; present a balanced view, including multiple perspectives where relevant, to present an unbiased account of the event; create a captivating headline; develop a strong and compelling lead that summarises the main points of the news story succinctly; maintain clear and concise language that avoids verbosity and ensures paragraphs are well-structured and logically ordered; interpret the significance of the event, analysing its implications and linking it to a wider historical, social or political context; critically comment on the event, offering insights into the societal impact and demonstrate meticulous editing skills to ensure their report is free from grammatical errors.	Students will: understand the structure and features of a news report; research and gather content; writing skills; critical thinking and analysis; and edit and revise their work.	<p><b>Write a newspaper report/broadcast about a significant public/historical event.</b></p> <p><b>Multiple Choice Quiz</b></p> <p><b>Reading Comprehension Questions</b></p>	Disaster, Tragedy, Terror Attack, Pandemic, Survivor, Memorial, Resilience, Emergency Response, Bias, Media Format, Portrayal; Perception; Disaster; Local Coverage; Global Coverage; Terrorism; Historical Narrative; Public Memory; Media.	<p><b>Social</b> – knowing that the rule of law protects the rights of individual citizens and is essential for their well-being and safety; <b>Moral</b> – developing an acceptance of other people, understanding the importance of identifying and combatting discrimination; <b>Spiritual</b> – understanding human feelings and emotions; <b>Cultural</b> – understanding and appreciating the wide range of cultural influences that have shaped their heritage and those of others.</p> <p><b>Personal Development Themes:</b></p> <p>Democracy The Rule of Law Individual Liberty Tolerance and Respect</p> <p><b>Cross-curricular Link:</b></p> <p>History, PSHE, Reading, Drama, PE, ELSA.</p>

	Knowledge and Understanding	Knowledge and Understanding	Skills	Skills	Assessment	Subject Specific Literacy	Cross-Curricular Links
	Components (Key concepts)	Composite (Bigger Picture)	Components (Key concepts)	Composite (Bigger Picture)	What is being assessed, how and when?	Key Vocabulary	Including Personal Development and SMSC
Summer Term 1	<p><b>Dystopia SOL</b> Students will: understand dystopian fiction and identify its features; analyse how villains are presented in dystopian texts; explore the motives of villains in dystopian settings; compare and contrast villains across different texts and evaluate the effectiveness of the villain in driving the narrative.</p>	Students will explore examples of famous dystopian novels and consider specific villains' motives and their impact on the plot.	Students will be able to describe the core characteristics of dystopian literature, compare and contrast villains, understand the use of symbolism and motifs, evaluate how different readers might perceive a villain and interpret critical analyses of dystopian texts.	Students will: understand the dystopian genre, analyse the traits of villains in dystopian novels, explore how authors use language and stylistic choices to develop and present characters, discuss how historical or societal contexts influence the depiction of villains, and formulate a personal response to a villain's presentation and role in a dystopian narrative.	<p><b>Write an analytical essay exploring and analysing a specific villain's presentation within dystopian fiction.</b></p> <p><b>Multiple Choice Quiz</b></p> <p><b>Reading Comprehension Questions</b></p>	Villain, Dystopian Fiction, Totalitarianism, Motive, Protagonist, Antagonist, Oppression, Surveillance, Propaganda, Rebellion, Dystopia, Compare, Contrast, Motivation, Narrative, Conflict, Effectiveness, Symbolism	<p><b>Social</b> – using a range of social skills in different contexts; <b>Moral</b> – understanding the consequences of behaviours and actions; <b>Spiritual</b> – sensing enjoyment and fascination when learning about themselves, others and the world around them; <b>Cultural</b> – knowing about Britain's democratic parliamentary system and its central role in shaping our history and values, and in continuing to develop Britain.</p> <p><b>Personal Development Themes:</b> Democracy The Rule of Law Individual Liberty Tolerance and Respect</p> <p><b>Cross-curricular Link:</b> Reading, Drama, PSHE, History, Geography, ELSA.</p>
Summer Term 2	<p><b>Blood Brothers</b> Students will: understand the social context of the play; analyse the characterisation of Mickey and Edward; explore the role of the narrator as the 'villain'; identify and analyse villainous aspects of Mrs. Johnstone and Mrs. Lyons; evaluate different interpretations of 'the villain' concept in the play.</p>	Students will: understand the social and historical context of Liverpool in the 1980s and how this influences the characters and themes within the play; learn about the different portrayals of Mickey and Edward and the concept of nature vs nurture in their development; learn about the function of the narrator and how this character can be interpreted as a villain; understand the complex moral landscapes of Mrs. Johnstone and Mrs Lyons, exploring the themes of guilt and responsibility; be able to critically evaluate different views on villainy and apply these interpretations to 'Blood Brothers.'	Students will be able to retrieve implicit and explicit information from a text; comment on, explain and analyse the writer's use of language and structure; evaluate the play critically and support this with appropriate textual references.	Students will: understand the plot and narrative structure of the play; analyse the presentation of different characters from differing socio-economic backgrounds; how the writer uses language and stylistic choices to develop and present characters; discuss how historical or societal contexts influence the depiction of the two main characters, and formulate a personal response to the role of the narrator in the play.	<p><b>Mini-Mock AQA Paper 1-style exam</b></p> <p><b>Multiple Choice Quiz</b></p> <p><b>Reading Comprehension Questions</b></p>	Social Context; Themes; Characters; Historical Events; Characterisation; Trait; Direct Characterisation; Indirect Characterisation; Villainous; Overt; Covert; Interpretation; Motivation; Perspective, Narrative, Drama, Setting, Conflict, Symbolism, Foreshadowing, Tragedy	<p><b>Social</b> – understand how communities and societies functioned in the past; <b>Moral</b> – understand the consequences of actions; <b>Spiritual</b> – use imagination and creativity in learning; <b>Cultural</b> – understand and appreciate personal influences.</p> <p><b>Personal Development Themes:</b> Democracy The Rule of Law Individual Liberty Tolerance and Respect</p> <p><b>Cross-curricular Link:</b> History, PSHE, Reading, RE, Drama, ELSA.</p>

### Subject information including exam board details

The content of the curriculum in Key Stage 3 is in line with the National Curriculum and what other local schools offer. It is laying the foundations for students to either return to a mainstream setting or future learning at Key Stage 4, in both GCSE English Language and GCSE English Literature.

The Key Stage 3 English curriculum intends to develop students' skills in analysing texts, using evidence to support an idea/opinion and writing in a formal, academic register as well as creatively are key skills in English.

Literary and non-fiction texts and extracts are carefully selected by teaching staff to support The Acorns School's whole-school approach to improving reading and building an embedded and sustained culture of reading for pleasure. Struggling readers receive in-class support and out-of-class intervention to improve reading fluency and, therefore, increase students' confidence in reading, writing and overall communication in preparation for future learning.

### Careers linked to this subject area:

**Languages Teacher:** if you speak more than one language, you can travel the world and teach English to others.

**Journalist:** research and investigate interesting stories for TV, radio and magazines.

**Digital Marketer:** use cleverly chosen words to inspire, educate and convince customers with business campaigns

**Language Therapist:** English is all about communication and the use of words. You can help others learn to communicate.

#### Other careers that use English:

Law, Politics, Acting, Writing, Civil Service, Film/TV Editing, Copy Editing, Speech Therapy, Administration, Management, Digital Content Editing, Editing, Teaching, Marketing, Broadcasting, Clerical Work, Copywriting, Film/TV Production, Classroom Support, Events Management, Information Services, Publishing, Advertising, Archive Work, Public Relations, Proofreading, Librarianship, Travel and Tourism.

#### 5 Work Skills English Will Give You:

**Communication:** In GCSE English Language, you will study the linguistic devices and techniques we use to communicate. Real-life examples will show you how and when to adapt your language to different people. You will become aware of how you already change your language in different situations.

**Critical Thinking:** Reading literature from different and similar periods will encourage you to think about how writers are influenced by social, historical and cultural contexts. You will reference examples from each text to support your ideas about how and why writers approach subjects in a particular way.

**Creativity:** You will produce original pieces of writing in GCSE English Language. These will include stories and various types of non-fiction writing. You will play around with language and structure to achieve different effects. You will adapt your language and style to different audiences and purposes.

**Text Analysis:** You will read texts with a critical and analytical eye. You will identify how the author uses specific structures, form, language and literary devices to present their ideas and evoke emotions.

**Essay Writing:** Essays are one of the ways that you are assessed in the GCSE English Language and GCSE English Literature. You need to think about how to present your ideas logically and use evidence to support your opinions or discount other points of view.

### Enrichment Opportunities:

English teaching staff will look out for any suitable plays, events or productions to suit current schemes of learning. Where appropriate, educational visits to libraries, museums and other local attractions will be facilitated to enhance the delivery of the curriculum.