

		Year 7	Year 8	Year 9
Autumn 1	Unit	Greek Myths	Trash	Telling Tales
	Content (Why)	Explore and retell a range of Greek myths, including Prometheus, Pandora, Narcissus, Echo, Theseus and the Minotaur, and Ariadne, using them as a foundation for developing descriptive and creative writing.	Study <i>Trash</i> by Andy Mulligan, exploring characterisation, particularly the development of Rat, alongside themes of power, inequality and the abuse of authority.	Explore a range of short stories and extracts, including <i>The Bloody Chamber</i> by Angela Carter, focusing on how writers create vivid characters, settings and atmosphere through descriptive language.
	Content (What)	This unit develops pupils' understanding of mythology and provides rich literary models from which to develop their own writing. It strengthens pupils' ability to construct varied sentences, select ambitious vocabulary and craft descriptive writing, while developing the drafting and editing habits required for successful extended writing.	This unit develops pupils' ability to analyse how writers construct characters and communicate themes through a literary text. It builds the analytical reading and writing skills required for GCSE English Literature while encouraging pupils to consider wider issues of power, justice and inequality.	This unit develops pupils' understanding of how writers use language to shape a reader's response to characters and places. It provides models for pupils' own creative writing while strengthening their ability to analyse literary choices and apply them effectively in their own work.
	Acquire (Knowledge)	• Greek myths contain distinctive characters, settings, themes and narrative structures, providing models for creative and descriptive writing. • Effective descriptive writing uses varied sentence structures and precise, ambitious vocabulary to create imagery, atmosphere and character. • Successful extended writing is developed through drafting and refinement, with editing used to improve vocabulary, sentence construction, structure and overall impact.	• Writers use characterisation to reveal personality, motivations and development, and Rat's presentation changes throughout the novel in response to events and relationships. • Power can be used positively or abused, with the novel exploring inequality, corruption, authority and the consequences of exploiting vulnerable people. • Literary analysis requires close attention to the writer's choices, including language, structure, characterisation and themes, supported by relevant textual evidence.	• Writers use descriptive language to create characters and settings, using precise vocabulary, imagery and detail to shape the reader's imagination. • Language choices can create atmosphere and influence the reader's emotions, with techniques such as metaphor, simile, sensory description and personification contributing to effect. • Short stories use deliberate structural and narrative choices to develop characters, settings and ideas and maintain reader engagement.

	Apply (Skills)	Analyse and draw inspiration from Greek myths, construct varied and purposeful sentences, select ambitious vocabulary to create effective descriptions, and independently plan, draft, edit and produce a polished piece of creative writing.	Analyse character development and themes using precise textual evidence, explain how Mulligan's language and structural choices create meaning and explore the abuse of power, and construct coherent analytical responses using skills that prepare pupils for GCSE English Literature.	Analyse how writers use language to present characters, settings and atmosphere, select precise and ambitious vocabulary, and craft effective descriptive writing using varied sentence structures, imagery and deliberate language choices.
Autumn 2	Unit	Medusa	Icons	The Crucible
	Content (Why)	Study <i>Medusa</i> by Jessie Burton, comparing its presentation of Medusa with different versions of the myth across poetry, prose and art, while developing close language analysis skills.	Examine how writers and speakers use rhetorical techniques to persuade audiences before crafting an original speech about a nominated icon.	Study Arthur Miller's <i>The Crucible</i> , exploring its plot, characters and dramatic methods, with a particular focus on how Abigail Williams is presented and interpreted in different ways.
	Content (What)	This unit develops pupils' understanding of how different creators reinterpret familiar stories and characters for different purposes and audiences. It strengthens close analysis of language and prepares pupils for GCSE English by developing their ability to explore how specific writer's choices create meaning and effect.	This unit develops pupils' understanding of how language can influence opinions, emotions and actions. It strengthens persuasive writing and speaking skills, building pupils' ability to analyse how rhetoric is used effectively and apply these techniques in their own communication.	This unit develops pupils' understanding of how playwrights construct characters and use drama to explore complex ideas and perspectives. It strengthens pupils' ability to analyse a play closely, preparing them for GCSE Literature while encouraging them to consider how characterisation can be interpreted differently by different audiences.
	Acquire (Knowledge)	• Different writers and artists can present the same character or myth in contrasting ways, influenced by their purpose, context and interpretation. • Language choices shape how characters, ideas and emotions are presented, with individual words and phrases	• Rhetoric is the deliberate use of language to persuade or influence an audience. • Persuasive speakers use a range of rhetorical techniques, such as repetition, rhetorical questions, emotive language, direct address and	• Miller uses characterisation and dramatic methods to communicate ideas, with dialogue, actions, relationships and stage directions shaping how audiences understand characters. • Abigail Williams can be interpreted in

		contributing to meaning and reader response. Effective literary analysis focuses closely on the writer's methods, using precise textual evidence to explain the effects and meanings created.	carefully structured arguments. Effective speeches are shaped for a specific audience and purpose, using appropriate tone, structure, evidence and rhetorical choices to create impact.	different ways, with her motivations, behaviour and relationships providing evidence for contrasting interpretations. Literary interpretations are supported by the text, requiring pupils to use relevant quotations and analyse the writer's choices to explain meaning and effect.
	Apply (Skills)	Compare different presentations of Medusa, analyse individual words and phrases closely, explain how Burton's language choices shape meaning and reader response, and construct developed analytical responses using relevant textual evidence and appropriate literary terminology.	Analyse how writers and speakers use rhetoric to persuade, identify and explain the effects of rhetorical techniques, and plan, craft and deliver an effective speech that uses ethos, pathos and logos to engage and influence a specific audience.	Analyse Miller's presentation of characters and ideas, explore contrasting interpretations of Abigail Williams using precise textual evidence, and construct developed analytical responses that explain how dramatic methods shape meaning and audience response.
Spring 1	Unit	Frankenstein	Jekyll and Hyde	Adversity and Diversity Poetry
	Content (Why)	Study Mary Shelley's <i>Frankenstein</i> as an introduction to 19th-century Gothic literature, exploring Gothic conventions and developing close analysis of language, writer's methods and craft.	Study Robert Louis Stevenson's <i>Jekyll and Hyde</i> , exploring the complexities of a 19th-century novel and how Stevenson uses language and structure to develop characters, themes and Gothic ideas.	Explore a range of protest poetry, including <i>England 1819</i> and <i>Hollow</i> by Vanessa Kisuule, examining how poets use language, structure and form to communicate ideas about power, injustice and social change.
	Content (What)	This unit introduces pupils to the demands of analysing 19th-century literature and develops the close language analysis skills required for GCSE English Literature. It builds on pupils' understanding of Gothic conventions and prepares them for later study of 19th-century texts, including <i>A Christmas Carol</i> .	This unit develops pupils' ability to analyse challenging 19th-century literature and builds directly on their study of <i>Frankenstein</i> . It strengthens AO2 analytical writing skills and prepares pupils for the demands of GCSE Literature, including the later study of <i>A Christmas Carol</i> .	This unit develops pupils' understanding of how poetry can challenge attitudes, expose injustice and give voice to different perspectives. It prepares pupils for GCSE Power and Conflict poetry by strengthening their ability to analyse writers' ideas and methods and construct clear, evidence-based interpretations.

	Acquire (Knowledge)	- Gothic literature uses recognisable conventions, including unsettling settings, mystery, fear, the supernatural, isolation and threats to the natural order. - Shelley deliberately selects words and literary methods to create atmosphere, develop characters and communicate ideas to the reader. - Effective AO2 analysis examines the writer's craft, moving from identifying a word or technique to explaining its connotations, effects and contribution to meaning.	- Stevenson uses language and structure deliberately to develop characters, create atmosphere and explore ideas such as duality, morality, science and reputation. 19th-century Gothic literature uses conventions such as mystery, fear, secrecy and the supernatural, which influence how readers respond to characters and events. - AO2 analysis explains the effects of the writer's choices, using precise textual evidence and relevant subject terminology to explore language, structure and their impact on the reader.	- Protest poetry communicates perspectives on injustice, power and social issues, with poets using their work to challenge ideas and encourage change. - Poets use language, structure and form deliberately to convey ideas, emotions and perspectives and influence the reader. - Effective poetry analysis connects writer's methods to meaning, using precise textual evidence and relevant terminology to explain how choices communicate the poet's intentions.
	Apply (Skills)	Identify and analyse Gothic conventions, explore Shelley's deliberate language and structural choices, and construct detailed AO2 responses that explain how individual words and writer's methods create meaning, atmosphere and reader response.	Analyse how Stevenson uses language and structure to present characters, themes and Gothic ideas, selecting precise textual evidence and using appropriate subject terminology to explain how his choices create effects and influence the reader.	Analyse how poets communicate ideas about protest, power and injustice, comparing different perspectives and using precise textual evidence to explore language, structure and form, while constructing developed analytical responses in preparation for GCSE Power and Conflict poetry.
Spring 2	Unit	Voices of War	Blood Brothers	Romeo and Juliet
Summer 1	Content (Why)	Explore a range of war poetry from different cultures and time periods, studying Wilfred Owen's <i>Dulce et Decorum Est</i> in depth to examine how poets use language and poetic methods to communicate perspectives and messages.	Study Willy Russell's <i>Blood Brothers</i> , exploring its dramatic structure, characters and presentation of class, privilege and social inequality, while introducing the conventions of tragedy.	Study Shakespeare's <i>Romeo and Juliet</i> , focusing on Romeo's character, his hamartia and how Shakespeare uses language and dramatic methods to develop his character throughout the play.

	Content (What)	This unit develops pupils' understanding of how poetry reflects different experiences and perspectives of conflict. It strengthens comparative reading and analytical writing skills, introducing pupils to thesis statements and developing AO1 and AO2 responses in preparation for GCSE English Literature.	This unit develops pupils' understanding of how playwrights use dramatic methods to communicate ideas about society and inequality. It strengthens analytical writing and provides important preparation for GCSE drama texts, particularly <i>An Inspector Calls</i> , by developing pupils' ability to analyse social responsibility and the writer's intentions.	This unit develops pupils' understanding of character development, tragedy and Shakespearean language. It builds pupils' ability to explore how a character's choices and flaws contribute to tragic outcomes, while strengthening analytical skills in preparation for GCSE English Literature.
	Acquire (Knowledge)	• Poets present different perspectives on war, shaped by their experiences, cultures, historical contexts and purposes. • Poets use deliberate language and poetic methods to communicate meaning, including imagery, metaphor, structure, sound and contrast. • Effective literary analysis requires a clear argument supported by textual evidence, with a thesis statement establishing a writer's perspective and AO2 analysis explaining how language and methods create meaning.	• Russell uses dramatic methods to explore class, privilege and inequality, including characterisation, dialogue, setting, stage directions and dramatic structure. • Tragedy involves characters facing conflict and consequences, with <i>Blood Brothers</i> using tragic conventions to explore the impact of individual choices and wider social circumstances. • Playwrights can use drama to communicate ideas about society, encouraging audiences to question inequality, privilege and social responsibility.	• Romeo is presented as a complex character whose decisions contribute to the tragedy, with his hamartia influencing his actions and relationships. • Shakespeare uses language and dramatic methods to develop Romeo, including imagery, contrasts, dialogue, soliloquies and relationships with other characters. • Tragedy explores the consequences of character flaws, choices and circumstances, with Shakespeare using Romeo's journey to shape the audience's response to the play.
	Apply (Skills)	Compare perspectives across different war poems, develop clear thesis statements, select precise textual evidence and analyse Owen's language and poetic methods in detail to explain how poets communicate their perspectives and influence the reader.	Analyse how Russell presents class, privilege and social inequality through characterisation and dramatic methods, explore the play's tragic structure and effects on the audience, and construct developed analytical responses	Analyse how Shakespeare develops Romeo's character and presents his hamartia, selecting precise textual evidence and exploring language and dramatic methods to explain how Romeo's choices contribute to the play's

			supported by precise textual evidence in preparation for GCSE Literature.	tragic outcome.
Summer 1	Unit	Rhetoric, rebels and justice	Poetry to describe	Society
	Content (Why)	Introduction to rhetoric and the structure of a persuasive argument. Explore four important societal issues and their impact.	Explore how poets create vivid descriptions through language, imagery and poetic techniques, using a range of poems as models for developing pupils' own descriptive writing.	Explore a range of non-fiction texts and develop an understanding of rhetoric and viewpoint writing, culminating in a researched speech exploring issues of gender or class.
	Content (What)	This unit develops pupils' understanding of rhetoric and also the world around them. Students are introduced to concepts they will later explore through Literature texts, such as inequality and discrimination. Students draft and write a letter to their local MP arguing that support is needed to their chosen issue.	This unit develops pupils' ability to understand and appreciate how writers craft descriptions while transferring these techniques into their own creative writing. It strengthens vocabulary, sentence construction and the deliberate use of language, supporting future GCSE English Language writing.	This unit develops pupils' ability to understand how writers communicate viewpoints, arguments and perspectives in non-fiction. It prepares pupils for GCSE English Language by strengthening analysis of purpose, audience and rhetoric alongside the ability to construct convincing, evidence-based arguments.
	Acquire (Knowledge)	- Non-fiction writers communicate ideas and viewpoints for specific purposes and audiences, using language and structural choices to influence how readers think and respond. - Rhetoric uses deliberate language techniques to persuade and influence, including repetition, rhetorical questions, emotive language, direct address and the use of evidence. - Effective viewpoint writing requires a clear argument, supported by relevant research, logical reasoning, appropriate tone and carefully selected rhetorical techniques.	- Poets use precise and imaginative language to create vivid descriptions, images, emotions and atmosphere. - Descriptive writing can use techniques such as imagery, metaphor, simile, personification and sensory detail to engage the reader. - Effective writing is crafted through planning, drafting and editing, with deliberate choices of vocabulary, sentence structure and detail improving the final piece.	- Non-fiction writers communicate ideas and viewpoints for specific purposes and audiences, using language and structural choices to influence how readers think and respond. - Rhetoric uses deliberate language techniques to persuade and influence, including repetition, rhetorical questions, emotive language, direct address and the use of evidence. - Effective viewpoint writing requires a clear argument, supported by relevant research, logical reasoning, appropriate tone and carefully selected rhetorical techniques.

	Apply (Skills)	Analyse how non-fiction writers communicate viewpoints, identify and explain rhetorical techniques, research and evaluate evidence. Use this to plan and write a persuasive letter that presents a clear and well-supported viewpoint on a societal issue.	Analyse how poets create and develop descriptions, select and manipulate ambitious vocabulary and literary techniques, and plan, draft, edit and produce an effective descriptive piece that creates a clear image and engages the reader.	Analyse how non-fiction writers communicate viewpoints, identify and explain rhetorical techniques, research and evaluate evidence, and plan, draft and deliver a persuasive speech that presents a clear and well-supported viewpoint on gender or class.
Summer 2	Unit	Much Ado About Nothing	Mystery fiction	Dystopian fiction
	Content (Why)	Study Shakespeare's <i>Much Ado About Nothing</i> , exploring the presentation of Beatrice and Hero and how the play reflects and challenges expectations of women's behaviour and gender roles.	Explore the mystery genre through a range of texts, developing pupils' understanding of inference and how writers create mystery and suspense.	Study the dystopian genre through a range of texts, developing students' understanding of analysis and evaluation.
	Content (What)	This unit develops pupils' understanding of how Shakespeare presents character, relationships and social expectations. It encourages pupils to consider how literature reflects the values of its historical context while questioning whether Shakespeare challenges or reinforces traditional gender roles.	This unit develops pupils' ability to read closely, identify relevant information and make supported inferences. It combines fiction and non-fiction reading to strengthen research, collaboration and evidence-selection skills, while introducing pupils to the conventions of mystery writing.	This unit develops pupils' understanding of the dystopian genre, while strengthening analytical skills in preparation for GCSE English Literature.
	Acquire (Knowledge)	- Shakespeare presents Beatrice and Hero as contrasting female characters, allowing different attitudes towards women's behaviour, independence and relationships to be explored. - Gender expectations are influenced by social and historical context, with women in Shakespeare's society facing different expectations and limitations from those experienced today. - Writers can reinforce or challenge social attitudes, and interpretations of <i>Much Ado About Nothing</i> can differ depending	- Crime fiction uses clues, evidence, characters and suspense to develop mystery and encourage readers to make predictions and solve problems. - Inference involves using textual evidence to reach logical conclusions, with relevant details selected to support an interpretation. - Non-fiction texts communicate factual information for different purposes, requiring readers to identify, select and organise reliable and relevant evidence.	- Dystopian fiction makes a criticism about a current trend, societal norm, or political system, allowing readers to explore inequalities in society. - Writers deliberately select words and literary methods to create atmosphere, develop characters and communicate ideas to the reader. - AO2 analysis explains the effects of the writer's choices, using precise textual evidence and relevant subject terminology to explore language, structure and their impact on the

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		on how characters, language, relationships and context are considered.		reader.
	Apply (Skills)	Analyse how Shakespeare presents Beatrice, Hero and gender expectations, use relevant textual evidence and contextual knowledge to support interpretations, and construct an argument about whether <i>Much Ado About Nothing</i> challenges or reinforces traditional expectations of women.	Identify and interpret clues within a mystery narrative, make logical inferences supported by precise textual evidence, research and evaluate relevant non-fiction information, and collaborate to organise evidence into a coherent crime investigation file.	Analyse how writers create atmosphere, character and place through their choice of language. Develop analytical writing in preparation for studying GCSE Language and Literature.