

English Intent

Our English curriculum aims to foster students' ability to express their opinions on a wide range of subjects with confidence, articulation, and thoughtfulness. By exploring diverse characters and writers, students expand their perspectives, gain cultural capital, and develop empathy. We emphasise the importance of understanding the context of literature across time to appreciate how it influences our comprehension of ideas and how ideas interconnect.

We strive to engage and inspire students through the texts and the topics we study. Through reading, discussing and writing, students will be able to gain a clearer sense of self – who they are; who they identify with; who can inspire them and their place in the wider community and world.

Our curriculum covers a broad spectrum of human experiences and emotions, addressing themes such as friendship, love, revenge, morality, kindness, hatred, betrayal, misunderstanding, cruelty and violence. We study voices through the ages, exploring attitudes and values in Shakespeare's time period, as well as exploring texts written in the modern age.

Our schemes of learning incorporate a range of different voices, cultures and genders, helping students navigate and understand our complex society. In year 7, we look at gender representation with a part of our 'Myths and Legends' unit, we also explore modern political arrest within our 'Dystopian' unit looking at texts which highlight dictatorship and refugees. As students journey into year 8, they will study a unit on war which combines war poetry with Non-Fiction texts, which inform students about the war in Ukraine and different attitudes towards war. In the final year of Key Stage 3, our poetry unit explores race and culture. Exploration of human nature is not just studied at Key Stage 3 but runs through our Key Stage 4 and 5 curriculum. Our departmental focus is not just on reading and writing, but oracy. Through our work in oracy, we compete also in the Jack Petchey Speak Out Challenge.

We delve into the big questions and core values at the heart of humanity, aiming to inspire confidence in our students' identities and their roles within the community. Our text choices, units and tasks not only provide access to the wider world but also promote self-reflection, empathy and thoughtful consideration.

Our vision statement in English

Within the English Department, our mission is to

“Create critical thinkers, speakers, and writers through living language environments that empower students to face challenges, build resilience and achieve mastery.”

The vision guides our commitment to nurturing well-rounded, insightful individuals prepared to engage thoughtfully with the world around them.

Year 7 Autumn 1 and 2 (Novel)	Spring 1 - Gothic.	Spring 2 - Dystopia	Summer 1 - Non-Fiction: Survival and Extreme Sports	Summer 2 – Play: A Midsummer Night's Dream
The novel. There is a choice of 6 novels. The class will read the novel in its entirety, as well as completing explorations of related contextual articles to help further appreciate the writer's craft and their intent within the novel. Students will explore the language, themes and characters, as well as being introduced to SQUAD paragraphs and close analysis of language. They will also be introduced to writing essays about a novel, building on from their shorter answers at KS2.	Students will explore a range of Gothic texts - poetry, prose and film - looking at the conventions and how they have evolved. They will develop their SQUAD analysis with texts from the 19th C, as well as revisiting their descriptive and narrative writing skills by creating their own Gothic writing that utilises the conventions they have studied.	Students will look at dystopian texts, as well as how fact and fiction can sometimes blur within the media. Students will explore and present arguments about the issues raised, developing their abilities to use rhetoric within their writing and speeches.	Students will explore survival writing, instructions, autobiographical accounts, evaluations, reviews and comparative non-fiction texts. They will study how writers use language, structure and tone to engage readers and communicate viewpoints.	Students will study a play in its entirety, look at the conventions of play scripts and the methods a playwright uses to get their ideas across within their language and stagecraft. They will develop their essay writing skills to look at a whole text as well as SQUAD paragraphs that delve deeper into layers of meaning within language analysis. The unit will also give students the opportunity to practise performing in front of an audience, developing their confidence in speaking in front of others.
Links to previous learning: Explicit links to KS2 writing and grammar skills Links to future learning: Novel study each year, and introducing reading a novel in its entirety, KS4: Language paper 1 writing	Links to future learning: KS4: Macbeth, The Sign of the Four, Unseen poetry KS5: Hamlet, Frankenstein	Links to future learning: KS4: Language paper 2 reading and writing. Media studies: explorations of the press KS5: Never Let Me Go, Frankenstein, Anthology study, Coursework	Links to future learning: Provides a bridge between reading fiction and analysing real-world texts. Prepares students for future study of writers' viewpoints, perspectives and comparison skills required at GCSE.	Links to future learning: KS3: Romeo and Juliet, The Crucible KS4: An Inspector Calls, Macbeth, Spoken Language unit. KS5: Hamlet, Jerusalem, A Streetcar Named Desire
Assessment: Essay on character, theme or idea within the novel Descriptive or narrative writing based on stimulus from the novel	Assessment: Descriptive writing in the gothic genre	Assessment: Writing to put forward a point of view based on ideas from fiction texts studied	Assessment: An essay analysing writer's perspectives.	Assessment: Essay looking at the presentation of a character or theme within an extract and the play as a whole.

Year long: One lesson per fortnight is a library lesson focused on Bedrock learning to improve reading and vocabulary				

Year 8 Autumn 1: Adventure	Autumn 2: War Poetry	Spring 1 and 2: Novel	Summer 1 and 2 - Shakespeare:
Students will explore a range of 19th, 20th and 21st century fiction around the theme of adventure. They will look at how writers play with language to create a specific effect at different time periods. They will have the opportunity to look at a range of popular and classic stories from the genre, including those by Tolkien and Lewis Carol, revisiting their analytical skills with different texts. They will also have the opportunity to practise their own narrative writing, looking carefully at structuring their stories to engage their readers.	Students will explore a range of poetry, fiction and non-fiction written around the theme of war. They will be introduced to different wars across the 19th, 20th and 21st century, looking at how different writers have tried to express their experiences of such difficult times. Students will be introduced to the idea of text comparison - both non-fiction and poetry - as well as developing their creative writing by focusing on the precision of language and the creativity of imagery as they describe the battle scenes.	Students will study the whole of the novel, progressing from the analysis of character, theme and structure to also look at historical context in detail, including looking at non-fiction work that explores the ideas of inequality that the novel introduces and producing their own writing that puts forward their opinions. Students will develop their use of SQUAD paragraphs and work on structuring their literature essays to show their argument.	Students will explore the influence Shakespeare has had on our literature and theatre, both with his contemporaries and a modern audience. They will look at the importance of theatre within his time, and explore a range of scenes and poetry he created. They will then study Romeo and Juliet in its entirety, looking at how we can decode some of the archaic language, and how Shakespeare creates his message through patterns of language and imagery, as well as his stagecraft and the text as a performance. Students will revisit how to structure their Literature essays, looking at extracts and the play as a whole.
Links to previous learning: KS2 writing skills, Links to future learning: Y10/ 11 Language paper 1, Y12/13 - reading as a writer; writing as a reader, producing texts	Links to previous learning: Year 7 - Gothic poetry, Links to future learning: Year 10/11 - power and conflict poetry, Language paper 2	Links to previous learning: Y7 - the novel, SQUAD paragraphs, Links to future learning: Y10 - An Inspector Calls, Language paper 2, Language paper 1 Y12/13 - The Great Gatsby, Frankenstein	Links to previous learning: Year 7 - The play Links to future learning: Year 11 - Macbeth, Year 12 - Hamlet
Assessment: Writing an adventure narrative	Assessment: Compare how two different poets convey their attitudes to war and soldiers	Assessment: Essay on theme, character or idea within the novel Writing to put forward their point of view based on contextual texts studied	Assessment: Essay on an extract, referring then to the play as a whole
Year long: One lesson per fortnight is a library lesson focused on Bedrock learning to improve reading and vocabulary			

Year 9: Autumn 1: Powerful People	Autumn 2: Poetry	Spring 1 and 2: Novel Study	Summer 1: True Crime	Summer 2: Jekyll and Hyde
Students will explore a range of great speeches, analysing how rhetorical devices are used to develop arguments and how great orators put across their points of view. They will use these to develop their own speeches to present to an audience. Students will then use these skills to analyse how different writers use these and further methods to make their point of view clear. They will develop their appreciation of the role audience and purpose play on the choices writers make and the methods they use. They will also look at using structures, vocabulary and techniques to create effective narrative writing.	Students will be introduced to exploring unseen poetry and how to clearly structure poetry essays. They will have the opportunity to compare and contrast a range of poems from different writers on a range of different subjects, becoming more confident at analysing the poets' craft. They will also use the techniques and structures to create their own poetry, revisiting and developing their descriptive writing skills through verse.	Students will study a novel in its entirety, either Lord of the Flies, To Kill a Mockingbird, Animal Farm or 1984. As stretching and challenging texts, students will have the chance to revise their essay writing skills with more complex materials, looking at both extracts and the novel as a whole, as well as the influence the social and historical context has had on the creation of the work.	Students will be confident identifying a wide variety of conventions used in news articles both printed and online. Students will consider how language is used to present writers' perspectives and evaluate the success of these methods. Students will come into contact with newspaper articles pre and post 19th century and consider how articles have reported on a variety of crimes over the ages. By interweaving current and topical news stories, students' cultural interest should be enriched through the study of this unit.	Students will read the text, focusing in the exploration of character and becoming familiar with the storyline. The focus here is very much ensuring students know the plot and can explore the genre.
Links to previous learning: Year 7 - Sci-fi, Year 8 - War Links to future learning: year 10/11 - Language paper 2, spoken language unit. Year	Links to previous learning: Year 8 - War Links to future learning: Year 10/11 - Power and conflict poetry, unseen poetry; year 12/13 -	Links to previous learning: Year 7 and 8 - the novel Links to future learning: Year 10 - An Inspector Calls, The Sign of the Four,	Builds On: 'Myths and Legends' SoL in year 7; the 'War poetry and non-fiction	Links to previous learning: Year 7 – 9 the novel, YLinks to future learning: year 11 – The Sign of the

12/13 - exploring non-fiction and spoken texts	Jacob Sam La Rose, Poetry anthology	Year 12/13 - The Great Gatsby, Frankenstein, Never Let Me Go	texts' SoL in year 8 and year 9's previous topic 'Powerful-People – Writing Non-fiction and fiction texts'.	Four, year 12 and 13 – the novel
Assessment: Writing a persuasive speech and writing a descriptive narrative.	Assessment: Essay on theme, character or idea within the novel Writing to put forward their point of view based on contextual non-fiction texts	Assessment: Essay on an unseen poem and unseen poetry comparison	Assessment: Language Paper 1, Question 4 (Evaluate texts critically and support this with appropriate textual references).	Assessment: creation of a journey map. Writing assessment

GCSE Y10-11

Year 10 Autumn 1 - Power and Conflict Poetry	Autumn 2 - Language paper 1.	Spring 1 - Macbeth	Spring 2 - Language paper 2	Summer 1 & 2 – An Inspector Calls and revision for exams
Students will begin studying the first of their GCSE texts ready for their Literature exam in year 11. Students will study the Power and Conflict AQA poetry anthology, developing their understanding of a range of poems on these themes from the 18th C to today. They will develop their ability to analyse the language, structure and message of the poems, practising comparison and their essay skills. They will also learn how to explore unseen poems,	Students will explore the language paper explicitly, looking at the structure of the questions and the expectations of the exam. They will have access to a range of extracts from some of our favourite texts from throughout the 20th and 21st century in order to practise the different question types, as well as giving students the opportunity to engage with noted writers and	Students will cover the play in its entirety, focusing on how Shakespeare uses language and structure to both entertain and put his message across. They will build on their essay writing skills, exploring the sort of extracts that will be given to them in the exam as well as linking the ideas presented to the play as a whole. Students will have the chance to see different versions of the play in performance, as well as a	Students will look at a range of non-fiction texts from the 19th, 20th and 21st C that are linked in pairs by a theme. They will analyse the message, language and structure of the texts, as well as comparing the methods the writers use to put their ideas across. They will develop their understanding of what is required, revisiting the ideas introduced in year 9 with more challenging texts and exploring different structures necessary to answer the questions at GCSE. They will analyse the use of rhetoric, and use these skills to	Students will explore the language, structure, themes and context of the play in its entirety, considering Priestley's message, linked to the context, and the methods he uses to put these across. They will work on their essay writing skills, developing their knowledge of how to use evidence that they initially learned in KS3. This will also be an opportunity to work on their retention skills as they have to learn quotations from the text. This skill is building on

which is a further component of the GCSE, and how to compare and contrast ideas within them. They will further develop their essay skills, concentrating on a focused argument.	entertaining stories. They will also use these as stimulus for their own writing, building on the skills from KS3 with an ever widening vocabulary and ability to structure texts in more engaging ways.	live version in March to solidify their appreciation of the storyline and the impact it can have on the audience. They will explore some of the contextual issues raised within the play, and consider how this affected the language Shakespeare used and the way we, as a modern audience, still react to this.	practise putting their own ideas across in increasingly sophisticated and subtle ways in order to engage the reader and adapt to different audiences and purposes. Students will also revise both <i>An Inspector Calls</i> and <i>The Sign of the Cross</i> for their Literature Y10 exam in order to ensure they are constantly revisiting and reviewing these texts to embed their knowledge of them more deeply.	from their self quizzing at KS3 and will be revisited for this text throughout KS4. This is the only Literature text they will have no access at all to in the exam, and therefore they will need to keep reviewing the quotations throughout KS4. Within this term, students will also be revising Language paper skills in preparation for the end of year exam in order to review the skills necessary for this paper.
Previous: Year 8 - War, Year 9 - poetry Future: Year 11 exam, Year 12/13 - Jacob Sam Le Rose, Poetry anthology	Previous: KS3 - all novels Y8, Adventure writing, Y9, Dystopian Fiction? Future: Y11 exam, Y12/13: Reading as a writer, writing as a reader	Links to previous learning: Year 7 - Gothic, Year 8 - Shakespeare, Year 9 - The Crucible Links to future learning: Year 12/13 Hamlet	Previous: Year 7 - Sci-fi, Year 8 - War, Year 9 - Language paper 2 Future: Year 11 exam, Year 12/13 - Anthology, Writing as a reader.	Previous: Year 7: The novel, the play; year 8: Of Mice and Men, specifically ideas about inequality and links to context, Year 9: The novel, The Crucible Future: Y11 - Macbeth, Y12/13 - Streetcar Named Desire
Assessment: Poetry comparison essay (Literature paper 2)	Assessment: Language paper one, completed under timed conditions across two lessons.	Assessment: Exam style essay from the 'Top Secret' folder, completed under timed conditions (Literature paper 1)	Assessment: Language paper 2, completed under timed conditions across two lessons.	Assessment: Exam style essay from the 'Top Secret' folder, completed under timed conditions (Literature paper 2)

Literature year 10 mock - An Inspector Calls and Macbeth - 1 hr 45 minutes, under exam conditions in the exam hall.

Language year 10 mock – Language Paper 1 and 2 - 1 hr 45 minutes each, under exam conditions in the exam hall

Autumn 1 and 2- The Strange Case of Dr Jekyll and Mr Hyde	Spring 1 - Spoken Language and Language paper 1 and 2 revision	Spring 2 - revision of Literature and Language papers.
Students will study the whole novel for their Literature exam. They will explore the 19th century attitudes towards society, as well as the language, structure and form of the detective genre. They will practise analysing extracts in detail, and linking this to the whole of the novel to show how Stevenson's intent is made clear, and how the characters and themes develop throughout. They will explore the symbolism of imagery, as well as patterns within the language, and how this is used to put Stevenson's message.	Students will explore what makes a good presentation, then have the opportunity to prepare their own in order to fulfil the exam requirements of the spoken language presentations. Students will then spend time reviewing and revising their English Language exam, exploring the requirements of the	Exam. See previous study outlines for references.

Students will also review the other Literature texts in preparation for the Literature mock exam, looking again at key themes, ideas and characters to help with knowledge retention.	exam again and carrying out at least 2 walking talking mocks for both papers.	
Previous: KS3 - the novel. Year 7 - Gothic fiction, year 8 - Adventure Future: 12/13 - Frankenstein	Links to previous learning: Year 7 - Sci-fi, year 9 - Speakout Links to future learning: year 12/13 anthology	
Assessment: Exam style essay from the 'Top Secret' folder, completed under timed conditions (Literature paper 1)	Assessment: Spoken Language NEA	
Full Language mock - both papers and Full Literature mock of both papers.. 1 hr 45 each. Completed in exam conditions in the exam hall		

A-Level Literature:

Y12 Autumn - A Streetcar Named Desire and modern poetry.	Y12 Spring - Frankenstein and Never Let Me Go (Prose) and modern poetry cont.	Y12 Summer - The Great Gatsby, The Importance of Being Earnest students' individual choice (Coursework Unit) and Prose cont.
Students will build on their knowledge of drama texts from KS4 with <i>A Streetcar Named Desire</i> , looking at how this mode conveys ideas differently to poetry or prose. They will analyse the use of stagecraft and conversation, considering discourse analysis. Within their study of the poetry, they are building on their knowledge from GCSE, but here considering the meaning of the poem as a vehicle for delivering a message as well as delving into the layers of meaning of the language, structure and form. Both the poetry and Streetcar will be assessed as comparative essays, so the skills of structuring an A level essay with links to the assessment objectives are introduced, focusing on the use of thesis statements and constructing a clear argument.	Students begin by studying the moral and ethical contexts of Frankenstein, as well as the social and historical contexts they are more familiar with from KS4. Key aspects of narrative and genre, as well as the conventions of early 19th century fiction, are explored in relation to the text. The students look further into aspects of Greek tragedy within the text, such as hubris and hamartia, as well as the ongoing relevance of the text to modern society. For <i>Never Let Me Go</i> , Students will continue their exploration of the novel from Frankenstein, analysing how the genre of science fiction and its conventions have changed and comparing the concerns the writers have. Throughout their study of this text, students will be developing their appreciation of the comparison with <i>Frankenstein</i> , developing essay skills on comparing prose in light of the methods a writer chooses to use and the context in which they are written and received. It will also allow for reviewing of <i>Frankenstein</i> .	Throughout this term, students will be introduced to the idea of tragedy, developing their ability to analyse narrative and context. For these texts, students will be choosing a further text to compare to one or the other, along with an essay title of their own. This forms their coursework, which will be assessed for all AOs. This is crucial in building on students' skills of time management and independence, both essential skills for their next steps beyond A level.
Links to previous learning: year 7 - sci-fi, year 8 - war, year 9 - poetry, year 10/11 poetry, The Sign of the Four	Links to previous learning: Year 7 - the play, sci-fi year 8 - Of Mice and Men, year 9 - The Crucible, year 10/11 An Inspector Calls	Links to previous learning: KS3 and KS4 - analysis of text, year 8 - Of Mice and Men, year 10 - An Inspector Calls, year 11 - poetry comparison
Assessment:- Essays on an aspect of Frankenstein, such as character or theme, comparative essays on poetry.	Assessment - Comparative essays on themes and characters within Frankenstein and Never Let Me Go. Essay exploring a theme or idea within A Streetcar Named Desire.	Assessment - coursework essay.

Y13 Autumn - Hamlet and Completing Coursework Unit, before studying Christina Rossetti poetry	Y13 Spring
For both texts, key aspects of plot, theme and characterisation are explored in depth. The conventions of revenge tragedy are analysed in Hamlet, along with Shakespeare's use of stagecraft, building on their knowledge from year 12. For their appreciation of Hamlet, students explore critical responses, considering how their arguments are influenced by the ideas of others and using this to structure their essay responses. For The Wife of Bath, students are introduced to a very different period of literature, as well as looking at the ideas of comedy for the first time. They will explore early ideas of feminism, continuing to look at different contextual and critical readings of the text, as well as considering the medieval and religious contexts in relation to their analysis.	Revision and consolidation of previous learning in preparation for the exam
Links to previous learning: Year 8 - Shakespeare unit, Adventure, year 11 - Macbeth	
Assessment: Essays on theme, character and ideas within the texts.	