ENGLISH

Curriculum Overview

	Autumn Term	Spring Term	Summer Term
Year 7	7.1 Oliver Twist **Substantive knowledge** -The social, economic and political context of Victorian England, including the class system, workhouses and the Poor Law. -Victorian attitudes towards poverty, crime and childhood, and how these are reflected in the novel. -The exploitation and vulnerability of children, including the impact of neglect, abuse and criminal influence. -The contrast between wealth and poverty, and Dickens' criticism of social inequality. -themes including justice, compassion, identity, morality and redemption. -How Dickens uses characterisation, setting and symbolism to communicate his social message. **Procedural Knowledge**: -Construct analytical paragraphs using a clear point, well-selected evidence and developed explanation (e.g. PEE method). -Select precise textual evidence to support interpretations. -Start to analyse Dickens' methods, including characterisation. -Track the development of characters, themes and ideas across the novel, making connections between different episodes. -Explain how contextual knowledge enhances interpretations of characters and events. -Develop extended responses that present a coherent, well-supported argument	7.2 A Mid-summer nights dream **Substantive Knowledge** -The influence of Ancient Greek mythology and Athenian society on the setting and characters of the play. -The social, cultural and political context of the Elizabethan era, including beliefs about monarchy, hierarchy, marriage and gender roles. -The conventions of Shakespearean comedy, including mistaken identity, dramatic irony, conflict, reconciliation and multiple plotlines. -The role and significance of the fairy world, magic and the supernatural in Elizabethan beliefs and literature. -Key themes including love, freedom and choice, power and control, appearance versus reality, conflict, and the relationship between order and disorder. -How Shakespeare uses dramatic structure, characterisation, language and stagecraft to entertain audiences and explore human behaviour. **Procedural Knowledge** -Understand the structural conventions of a Shakespearean play, including acts, scenes and dramatic conventions. -Use dramatic terminology accurately, including soliloquy, aside, stage directions, dramatic irony and comic relief. -Construct analytical essays with a clear thesis statement that is sustained throughout a response. -Select precise quotations and use them to support increasingly developed interpretations. -Analyse Shakespeare's language, imagery and dramatic methods, explaining their effect on an audience. -Track the development of characters, relationships and themes across the play. -Explore how performance choices, staging and audience response influence interpretations of key scenes.	7.3 Poetry from around the world/Ancient tales **Substantive Knowledge** -The purpose and features of biographies and autobiographies, including how writers present individuals, events and achievements. -The moral messages conveyed through stories and how writers use narrative to communicate values and ethical dilemmas. -The distinction between literal and non-literal language, including metaphor, simile, idiom and symbolism. -Key concepts of culture, identity and belonging, and how writers explore individual and collective identity through language. **Procedural Knowledge** -Approach and analyse unseen fiction and non-fiction texts with increasing confidence. -Identify, select and analyse a range of language techniques, explaining how writers achieve particular effects. -Infer meaning from vocabulary, structure and contextual clues, including unfamiliar words using knowledge of etymology. -Write analytical paragraphs supported by precise textual evidence. -Participate effectively in discussions, presentations and debates by presenting ideas clearly and responding thoughtfully to others.
Yr 7 Links	Links to: 8.1 (Victorian context, Crime and punishment, 19th century novel) 9.1 (Victorian context, Crime and punishment, the industrial revolution, violence, 19th century novel) 10.1 (19th century novel, Effects of industrial revolution, Poverty in the Victorian era) KS2 reading: Ability to recognise themes across full texts and infer deeper meanings.	Links to: 8.2 (Shakespearean play, play genres, patriarchal societies, comedy, the supernatural, fate and free will) 9.2 (Shakespearean play, play genre, Elizabethan era, fate and free will) 10.2 (Shakespearean play, play genre, conventions) KS2: Shakespeare covered in year 5 and 6. Ability to compare characters and character viewpoints.	Links to: 8.3 (slam poetry, free verse, poetry forms) 9.3 (Start of Anthology cluster, metaphor) 10.4 (Anthology poetry) KS2 reading: Etymology, suffix/prefix. Reading from wider cultures. Reading a wide variety of texts including poetry.
Year 7 Core writing	7.4 Core Writing 2 **Procedural knowledge** Students will develop their skills and understanding in descriptive writing: monologue writing and transactional writing: speech, letter, writing. Students will experiment and practice using specific devices and vocabulary to suit the audience and genre. Students will know how to **use** Standard English, accurate punctuation and grammar.		
Yr 7 Links	8.4 (Core writing 3), 9.1 (Rhetoric), 9.3 (speech writing), 10.3 (language paper 2), 11.1 (language paper 1) KS2: Ability to write in first person, ability to plan and draft/re-draft writing, using different writing conventions		
Year 8	8.1 Sherlock Holmes **Substantive Knowledge** -The social, cultural and historical context of Victorian Britain, including crime, urbanisation and attitudes towards law and order. -The development of Victorian policing, forensic investigation and the emergence of the professional detective. -The conventions of detective fiction, including mystery, clues, red herrings, suspense, deduction and the role of the detective and the criminal. -Key themes including justice, morality, truth, appearance versus reality, and the duality of human nature. -How Arthur Conan Doyle uses characterisation, setting and narrative perspective to create suspense and engage the reader. **Procedural Knowledge** -Track the presentation and development of characters, themes and ideas across a collection of texts. -Synthesise evidence from multiple extracts to develop a coherent line of argument. -Select and compare precise textual evidence to support interpretations. -Analyse how writers use language, structure and narrative viewpoint to create mystery and suspense.	8.2 The Tempest **Substantive Knowledge** -The political and cultural context of Renaissance Italy, including the significance of the Italian city-states. -The social and cultural values of the Elizabethan and Jacobean periods, including patriarchy, monarchy and the Great Chain of Being. -European exploration and travel in the sixteenth and seventeenth centuries, and changing attitudes towards the 'New World'. -The origins and impact of colonialism, including power, conquest, displacement and the treatment of indigenous peoples. -The conventions of Shakespearean romance, including reconciliation, forgiveness, magic and restoration. -Key themes including power and authority, freedom and oppression, revenge and forgiveness, civilisation versus nature, identity and colonialism. -How Shakespeare uses dramatic structure, symbolism, characterisation and stagecraft to present competing perspectives and moral dilemmas. **Procedural Knowledge** -Read increasingly complex Shakespearean texts by applying strategies for decoding unfamiliar language and constructing meaning. -Track and compare multiple plotlines, characters and perspectives across the play.	8.3 Animal Farm **Substantive Knowledge** -The conventions and purpose of allegory, and how writers use symbolic characters and events to communicate political and social messages. -The historical context of the Russian Revolution and the rise of the Soviet Union, including the ideas of Karl Marx, Vladimir Lenin and Joseph Stalin. -The principles of communism and how political ideologies can be interpreted and manipulated. -The role of propaganda, censorship and political rhetoric in maintaining power and influencing public opinion. -Key themes including leadership and corruption, power, inequality, manipulation, lies and deceit, violence, loyalty and betrayal. -The use of symbolism, irony, biblical imagery and satire to criticise totalitarianism and human behaviour. -How George Orwell uses narrative structure and characterisation to communicate his political message. **Procedural Knowledge** -Explain how historical and political context shapes the meaning of an allegorical text. -Identify links between characters, events and their historical counterparts, evaluating Orwell's intentions.

	-Evaluate how the conventions of detective fiction shape readers' expectations and responses. -Explain how contextual knowledge influences the interpretation of characters, events and themes. -Construct extended analytical responses that develop a sustained argument supported by well-integrated evidence. -Use subject-specific literary terminology accurately when discussing narrative methods and genre conventions.	-Analyse Shakespeare's use of language, dramatic methods and structural choices to shape audience response. -Construct extended analytical essays with a conceptual thesis and a sustained line of argument. -Apply AO1, AO2 and AO3 with greater independence by selecting precise evidence, analysing Shakespeare's methods and evaluating the influence of historical and cultural context. -Compare different interpretations of characters, themes and events, considering how performance choices influence meaning. -Use subject-specific literary terminology accurately and confidently in both written and verbal analysis.	-Analyse how symbolism, irony, satire and narrative structure contribute to the writer's message. -Explore how language and structural choices influence readers' interpretations of themes and characters. -Develop conceptual essay responses with a clear thesis and a sustained line of argument. -Select and embed precise textual evidence to support increasingly sophisticated interpretations. -Evaluate the effectiveness of Orwell's methods in conveying criticism of power, dictatorship and political manipulation. Slam Poetry **Substantive and procedural knowledge** -Application of knowledge to personal poetry. -Vocabulary to engage reader. -Use of emotive language. -Knowledge poetic form and structure.
Yr 8 Links	**Links to:** 7.1 - Victorian context, Criminality and Violence 9.1 - Victorian context, Victorian crime, themes of duality 10.1 - Workhouses, social inequality, Industrial revolution KS2: Ability to deduce and track themes across multiple texts	**Links to:** 7.2 - Patriarchal societies, Elizabethan context, soliloquys, 9.2 Elizabethan England, patriarchal society, 10.2 - ideas about corruption, morality, manipulation 10.2 - themes of power, ambition, supernatural	**Links to:** 7.3, 9.3, 10.3 - transactional writing 9.1 – rhetoric
Year 8	8.4: Core Writing is taught over the school year as a separate scheme alongside the main schemes of work **Procedural knowledge** Students will develop their skills and understanding in descriptive writing: descriptive writing and transactional writing: speech and letter writing. Students will experiment and practice using specific devices and vocabulary to suit the audience and genre. Students will know how to Standard English and accurate punctuation and grammar.		
Yr 8 Links	7.4 (Core writing 2), 9.1 (Rhetoric), 9.3 (speech writing), 10.3 (language paper 2), 11.1 (language paper 1)		

Year 9	**9.1 Jekyll and Hyde and Rhetoric** **substantive Knowledge** **The Strange Case of Dr Jekyll and Mr Hyde** -The social, cultural and scientific context of nineteenth-century Victorian Britain, including the Industrial Revolution, urbanisation and anxieties about crime. -Victorian ideals of respectability, reputation and the 'gentleman', and how these shaped expectations of behaviour. -Contemporary debates surrounding science and religion, including the impact of Charles Darwin's theory of evolution and fears about scientific experimentation and 'playing God'. -The conventions of Gothic fiction, including mystery, horror, suspense and the supernatural. -Key themes including duality, appearance versus reality, repression, violence, morality and the conflict between civilisation and human instinct. -How Robert Louis Stevenson uses symbolism, narrative structure, setting and characterisation to explore Victorian anxieties. **Rhetoric** -The origins of rhetoric in the work of Aristotle, including the principles of ethos, logos and pathos. -A range of rhetorical devices, including repetition, anaphora, rhetorical questions, direct address, emotive language, statistics and the rule of three. -The conventions of speeches, letters and articles, and how writers adapt language to suit form, audience and purpose. -The differences between informing, explaining, arguing, persuading and convincing. **Procedural Knowledge** -Analyse increasingly complex literary extracts, selecting precise evidence to support conceptual interpretations. -Evaluate how Stevenson uses language, structure and narrative methods to create meaning and reflect Victorian concerns. -Integrate contextual knowledge into literary analysis to explain the significance of characters, themes and events. -Construct analytical essays with a clear conceptual thesis and a sustained line of argument supported by judicious textual evidence. -Explore alternative interpretations of characters and themes, considering the effects of writer's methods. -Apply rhetorical devices deliberately in both spoken and written communication to achieve a specific purpose. -Adapt vocabulary, tone, structure and style to suit different audiences, forms and purposes. -Evaluate the effectiveness of persuasive techniques in a range of non-fiction texts and refine their own writing to maximise impact.	**9.2 Romeo and Juliet/ Monologue Writing** **Substantive Knowledge** **Romeo and Juliet** -The social, cultural and religious context of Elizabethan England, including patriarchal society, family honour and arranged marriage. -Elizabethan expectations of masculinity and femininity, and how these influence the actions and choices of the characters. -Contemporary beliefs about fate, free will and divine providence, and their influence on Shakespeare's tragedy. -The conventions of Shakespearean tragedy, including tragic heroes, dramatic irony, conflict and catastrophe. -Key themes including love, conflict, fate versus free will, honour, violence, masculinity, family loyalty and the consequences of prejudice. -How Shakespeare uses dramatic structure, characterisation, symbolism and imagery to shape audience responses and communicate ideas. **Monologue Writing** -The conventions and purpose of the dramatic monologue, including the creation of voice, viewpoint and character. -Narrative methods, including flashback, reflection and shifts in time. -Structural features of effective creative writing, including purposeful openings, coherent paragraphing and satisfying conclusions. -The use of descriptive and figurative language, including the departmental **SAM SPIES** toolkit, to create atmosphere and engage the reader. -How writers manipulate language and structure to meet the needs of different audiences and purposes. **Procedural Knowledge** -Track the development of key themes, characters and relationships across the play, making links between significant scenes. -Construct conceptual literary arguments supported by judicious textual evidence and integrated quotations. -Analyse Shakespeare's language, dramatic methods and structural choices, explaining how they shape audience response. -Integrate contextual knowledge fluently to deepen interpretations rather than treating it as separate information. -Evaluate alternative interpretations of characters, themes and events. -Craft a sustained dramatic monologue with a convincing narrative voice, using structure and language deliberately to communicate character and perspective.	**9.3Language Spoken Word & 10.4 Anthology poetry** **Substantive Knowledge** **Spoken Language** -The principles of effective spoken communication, including clarity, organisation, fluency and audience engagement. -A range of rhetorical devices, including ethos, logos, pathos, repetition, direct address, anecdote, rhetorical questions and the rule of three. -The importance of Standard English, accurate grammar and appropriate register in formal spoken presentations. -How language, tone, pace, gesture, eye contact and vocal delivery influence meaning and audience response. -The conventions of speeches designed to inform, explain, argue or persuade. **Anthology Poetry** -A range of poetic forms and conventions, including sonnets, dramatic monologues, ballads and free verse. -The historical, social and cultural contexts that shape the anthology poems, including conflict, propaganda, jingoism, identity, migration, homelessness, bereavement and humanity's relationship with nature. -Key poetic concepts, including identity, power, conflict, memory, loss, duality and belonging. -The influence of classical references and Latin terminology where relevant. -How poets use figurative language, sound, imagery, symbolism, structure and form to communicate ideas and shape meaning. -Similarities and differences between poems, and how poets present themes through different methods. **Procedural Knowledge** **Spoken Language** -Plan, organise and deliver a confident presentation for a specified audience and purpose. -Select and apply rhetorical devices purposefully to inform, explain, argue or persuade. -Adapt language, register and delivery to engage different audiences. -Use Standard English accurately and employ effective verbal and non-verbal communication techniques. -Respond thoughtfully to questions, clarifying and defending viewpoints using appropriate evidence and reasoning. **Anthology Poetry** -Read and annotate Anthology poems, identifying key ideas relating to context, language, structure and form. -Analyse how poets use methods to communicate meanings, attitudes and perspectives. -Track the development of ideas and themes across a poem, evaluating how meaning develops.

			-Integrate contextual understanding to explain how historical and cultural influences shape interpretations. -Compare poems by identifying conceptual links and analysing similarities and differences in writers' methods. -Construct comparative essays that develop a conceptual thesis supported by judicious textual references and subject-specific terminology.
Year 9 links	Links to: 9.1 links to 8.1, 7.1, 10.1 (Victorian era, 19th century texts) 7.4, 8.4 (Core writing), 10.3 (transactional writing)	Links to: 9.2 links to 10.2, 8.2, 7.2 (Shakespeare, Jacobean era, themes of violence, supernatural, fate vs free will, patriarchal society, play genre and conventions.) 7.4, 8.4 (Core writing), 11.2 (creative writing)	Links to: 7.3, 8.3, 10.4, 11.1 (Focus on metaphor, slam poetry, form and structure, social and historical context.) 10.4, 11.2 (anthology and unseen poetry) 7.4, 8.4) Core writing), 10.3 (transactional writing)
Year 10	**10.1 A Christmas Carol:** **Substantive Knowledge** -The social, economic and religious context of nineteenth-century Britain, including the Industrial Revolution, urbanisation and widening social inequality. -Victorian attitudes towards poverty, charity and social responsibility, including the Poor Law, workhouses and contemporary debates about welfare. -Christian beliefs and values reflected in the novella, including redemption, repentance, forgiveness, compassion, charity and the significance of Christmas. -The influence of Thomas Malthus's theory of population and how Charles Dickens critiques Malthusian attitudes towards the poor. -The impact of capitalism, wealth, greed and social injustice on individuals and communities. -Key themes including redemption, generosity, family, responsibility, isolation, memory, poverty and social change. -How Dickens uses characterisation, symbolism, motif, setting and narrative structure to communicate his moral and social message. **Procedural Knowledge** -Track the development of characters, themes and ideas independently across the novella, selecting evidence from a range of episodes. -Construct conceptual literary arguments supported by judicious textual references. -Analyse Dickens' use of language, structure and form, evaluating how his methods shape readers' responses. -Integrate contextual knowledge seamlessly into literary analysis to explain Dickens' intentions and the significance of his social criticism. -Explore alternative interpretations of key characters, themes and events, supporting viewpoints with precise evidence. -Use accurate literary terminology confidently when discussing writer's methods. -Produce sustained analytical essays that fulfil the demands of GCSE Assessment Objectives AO1, AO2 and AO3.	**10.2 Macbeth:** **Substantive Knowledge** -The political, religious and social context of Jacobean England, including beliefs about monarchy, authority and social order. -The concepts of the Great Chain of Being and the Divine Right of Kings, and how these influence the play's presentation of kingship and disorder. -Jacobean beliefs about witchcraft, the supernatural and prophecy, including the influence of James I. -The conventions of Shakespearean tragedy, including the tragic hero, hamartia, dramatic irony and catastrophe. -Key themes including ambition, power, kingship, loyalty, guilt, the supernatural, fate versus free will, violence and masculinity. -The moral consequences of corruption, manipulation and the abuse of power. -How William Shakespeare uses dramatic structure, symbolism, imagery, characterisation and stagecraft to explore political and moral ideas. **Procedural Knowledge** -Track the development of characters, relationships and themes independently across the play, selecting evidence from a range of scenes. -Construct conceptual literary arguments supported by judicious and well-integrated textual references. -Analyse Shakespeare's use of language, dramatic methods, structure and form, evaluating how these shape audience responses. -Explore and evaluate alternative interpretations of key characters, themes and events. -Use precise literary and dramatic terminology confidently when discussing Shakespeare's methods. -Produce sustained analytical essays that demonstrate the requirements of GCSE Assessment Objectives AO1, AO2 and AO4.	**10.3 Language Paper 2:** **Substantive Knowledge** -The purpose and conventions of a range of non-fiction forms, including letters, speeches, articles, reviews and essays. -How writers communicate viewpoints, perspectives, attitudes and opinions through language and structure. -The differences between informing, explaining, arguing, persuading and advising. -The features of effective transactional writing, including audience, purpose, form and register. -A range of rhetorical and stylistic devices used to influence readers, including ethos, logos, pathos, repetition, direct address, anecdote and rhetorical questions. -The principles of Standard English, accurate grammar, punctuation and ambitious vocabulary in formal writing. **Procedural Knowledge** -Retrieve, select and synthesise information from two non-fiction texts. -Summarise and compare writers' viewpoints, perspectives and methods using well-structured comparative paragraphs. -Make perceptive inferences and deductions supported by judicious textual evidence. -Analyse how writers use language and structure to influence readers and communicate viewpoints. -Evaluate the effectiveness of writers' methods, supporting judgements with precise evidence. -Construct comparative responses that meet the requirements of GCSE English Language Paper 2. -Produce effective transactional writing by adapting form, tone, structure and register to suit a specified audience and purpose. -Deliberately employ rhetorical devices, varied sentence structures, accurate grammar, punctuation and ambitious vocabulary to achieve a specific effect on the reader. -Edit and refine their own writing to improve clarity, accuracy and impact.
Yr 10 links	Links to: 7.1, 8.1, 9.1 (Victorian context, understanding of time period, reading and understanding 19th century texts.) 9.1 (Understanding of social expectations, importance of religion.) 8.3 (Allegory)	Links to: 7.2, 8.2, 9.2 (Reading and understanding Shakespeare's play, Elizabethan England context, play genre and conventions) 9.2 (Key themes- patriarchal society, fate vs free will, violence. Tragic conventions.) 8.2 (Key themes- patriarchal society, tragic conventions.	Links to: 7.4, 8.4 (Core writing) 9.1 (Rhetorical devices- DAFORREST, effects of persuasive techniques) 9.3 (Speech writing, rhetorical devices- DAFORREST, effects of persuasive techniques) 11.1 (Language paper 1)
Year 10	**10.4: Anthology Poetry is taught over the school year as a separate scheme alongside the main components.** **Substantive knowledge:** -Romanticism and romantic ideals. –Poetic form. --Figurative language and poetic structural terms. **Procedural knowledge:** Students know how to annotate a poem for context, language, structure and form, students also know how to track through a poem and link content to the poet's intentions. Students will also develop skills in comparing and contrasting the language, ideas and structure of different poems.		
Yr 10 links	Links to: 7.3, 8.3, 10.1, 11.1 (Focus on metaphor, slam poetry, form and structure, social and historical context.)		
Year 11	**11.1 An Inspector Calls:** **Substantive Knowledge** -The social, political and historical context of Edwardian Britain, including class divisions, industrialisation and social inequality. -Capitalist and socialist ideologies, and how J. B. Priestley presents contrasting views of social responsibility. -Patriarchal attitudes, gender roles and expectations of men and women in early twentieth-century society. -Relationships between generations and how changing attitudes reflect wider social and political change. -The exploitation of the working class and the treatment of women in Edwardian society. -The concept of collective responsibility and the importance of an individual's moral compass. -The conventions of modern morality plays and how Priestley uses dramatic structure, characterisation, symbolism and dramatic irony to communicate his message. -Key themes including responsibility, power, class, gender, guilt, morality, inequality and social justice. **Procedural Knowledge**	**11.2 Language Paper 1 and Unseen Poetry** **Substantive Knowledge** **English Language Paper 1** -The conventions of fiction writing, including narrative perspective, characterisation, setting, dialogue and plot development. -How writers use language and structural methods to shape meaning and influence readers' responses. -The features and conventions of narrative and descriptive writing. -A range of literary and rhetorical devices used to create atmosphere, develop character and engage readers. -The principles of effective creative writing, including cohesion, paragraphing, sentence variety, vocabulary choice and accurate Standard English. **Unseen Poetry** -A range of poetic forms, structures and conventions encountered in unseen texts. -How poets communicate ideas, emotions and perspectives through language, imagery, sound, structure and form. -Key poetic terminology, including figurative language, symbolism, rhythm, metre and structural techniques.	11.3 Collapsed timetable Weekly revision clusters for GCSE Language and Literature based on Student needs.

	-Track the development of characters, themes and dramatic ideas independently across the play, selecting evidence from a range of scenes. -Construct conceptual literary arguments supported by judicious and well-integrated textual references. -Analyse Priestley's use of dramatic methods, including language, structure, stagecraft and symbolism, evaluating how these shape audience responses. -Integrate contextual understanding fluently to explain how historical, political and social influences shape the play's meaning and Priestley's intentions. -Explore and evaluate alternative interpretations of characters, themes and events. -Use precise literary and dramatic terminology confidently when analysing dramatic texts. -Produce sustained analytical essays that demonstrate the requirements of GCSE Assessment Objectives AO1, AO2 and A04	-The principles of comparative analysis, identifying similarities and differences in ideas and methods across poems. **Procedural Knowledge** **English Language Paper 1** -Retrieve and infer information from fiction texts, selecting judicious textual evidence to support interpretations. -Analyse how writers use language and structure to create meaning and shape readers' responses. -Evaluate writers' methods and the effectiveness of their choices using well-supported critical judgements. -Construct responses that meet the requirements of GCSE English Language Paper 1 through clear, developed analysis. -Plan, draft and refine narrative and descriptive writing that is coherent, engaging and technically accurate. -Apply ambitious vocabulary, varied sentence structures and accurate spelling, punctuation and grammar to communicate effectively. **Unseen Poetry** -Read, annotate and interpret unseen poems independently, identifying key ideas and themes. -Analyse how poets use language, structure and form to create meaning and convey emotions or viewpoints. -Develop conceptual interpretations supported by precise textual references. -Compare unseen poems by exploring similarities and differences in themes, methods and effects. -Construct comparative analytical responses using accurate subject terminology and a clear line of argument.	
Yr 11 links	Links to: 8.3 (concepts in Animal Farm) 10.1, 10.2 (reading and understanding full texts, exploration of themes, characters and analysis of language and structure.)	Links to: 7.4, 8.4 (Core writing) 9.2 (Monologue writing) 10.3 (Language Paper 2) 10.4, 7.3, 8.3. 9.3 (Poetry)	