

Our English curriculum has recently been reviewed and is unapologetically ambitious.

Students study the core disciplinary areas of English knowledge in a framework of curricular units which build incrementally from primary school foundations, up to A level and beyond. The overarching aim being to ensure that students have access to a broad range of encounters with the written and spoken word, through a diverse selection of engaging and challenging texts that allow students on their journey with us to think deeply about the worlds they meet, both imagined and real.

Our curriculum empowers students with knowledge of: vocabulary, grammar, genre, form, the craft of writing, authorial influence, critical reading, literary theory and more. We cultivate a love of language and learning through excellent teaching and a variety of experiences to broaden cultural capital so that students leave school as assured producers and receivers of language, as confident speakers and careful listeners, thoughtful readers and thorough writers, with a curiosity for words and texts that will last throughout their lives.

Curriculum sequencing means that students revisit core content frequently, deepening and refining knowledge and skill as they go.

We will fully prepare students for future examinations and, in particular, foster students' engagement with texts across the Language and Literature curricula to develop truly personal responses, which will enable them to take their skills through to their life beyond statutory education.

### Addendum: Current Key Stage 3 Curriculum Overview before Curriculum changes January 2023

<p><b>Key Summative Assessments:</b></p> <p>Year 7: Academic Reading Response to ‘Once’ Crafted descriptive writing piece</p> <p>Year 8: Academic Reading Response to war poetry collection Crafted descriptive writing piece</p> <p>Year 9: Crafted narrative piece Academic Reading Response to Macbeth</p>	<p><b>Year 7:</b> Autobiography and descriptive writing; Reading: ‘Once’ and ‘Frankenstein’ modern play</p> <p><b>Year 8:</b> Travel writing; War poetry</p> <p><b>Summer Term:</b> Gothic fiction writing; Shakespeare—‘Macbeth’</p>
---	---

Content/Units	Disciplinary Knowledge (Skills) This is the actions taken within a topic to gain substantive knowledge (the most significant modality and domain are highlighted)	Substantive Knowledge This is the specific, factual content for the topic, which is connected into a careful sequence of learning.	Prior Learning	Future learning (Y8/9)
Year 7: Language: Descriptive writing Literature: Once/ Frankenstein	Modality: Reading and Writing Domain: Literary studies and Composition	Protagonist, climax, resolution, character, plot Adjective, structure, focus, organisation, description	Key Stage 2 writing and grammar, Key Stage 2 reading preparation	Short story writing Y9, Transformational writing Y9 Classic novel ‘Animal Farm’ Y8, Modern Novel ‘The Woman in Black’ Y9
Year 8: Language: Travel writing Literature: War Poetry	Modality: Reading and Writing Domain: Literary studies and Composition	Purpose, audience, fact, opinion, modal verb, tone Empathy, structure, comparison, symbol, stanza, caesura	Writing to describe Y7 (previous curriculum) William Blake poetry Y7 (previous curriculum)	Journalistic writing Y8, Review Writing Y9 Social Justice Poetry Y9
Year 9: Language: Gothic fiction writing Literature: ‘Macbeth’	Modality: Reading and Writing Domain: Literary Studies and Composition	Gothic, convention, archetype, tone Jacobean, dramatic irony, soliloquy, antithesis	Adventure story writing Y8 A Midsummer Night’s Dream Y8	Short story writing Y9, Paper 1 Narrative writing Y10 Romeo and Juliet Y10

**The Big Picture—Intent:**

Year 7 is a challenging yet welcoming introduction to secondary English, building from primary school foundations. Students will engage with and respond to a wide of fiction and non-fiction texts.

Students follow schemes which explore the domains of literary study, composition, linguistics and rhetoric. The schemes bring in longer non-fiction and real-world English than KS2 but build on the creativity that is encouraged in Y5 and Y6. The schemes include texts like those studied later in school to build confidence and resilience. Students begin to engage with Shakespeare to develop stretch and challenge. Students experience excellent teaching of key concepts, guidance with critical reading, frequent opportunities to craft writing with real-world connections, and to speak passionately and compellingly to real audiences about important topics. Skilful teaching will be followed by timely opportunities for high-quality writing and speaking. All students will be able to access the main content of all lessons and all students will be taught to the top with scaffolding, adaptive teaching and stretch and challenge provided where necessary.

**Implementation:**

There will be six units of approximately six weeks each.

Independence and study skills will be fostered through challenging texts and questions, group and pair work, modelling, and independent study and reading for pleasure.

Students’ revision skills will be developed through in class and independent assessment preparation.

**Key Summative Assessments:**

- Academic Reading Response to ‘The Black Book of Secrets’
- Crafted descriptive writing piece
- Academic Reading Response to ‘I Am Malala’
- Letter to Amnesty International
- Academic Reading Response to ‘A Midsummer Night’s Dream’
- Character monologue
- Retrieval homework
- Live marking and low stakes quizzing

**Autumn Term:**

Gothic fiction: reading and writing

**Spring Term:**

Non-fiction to change the world: reading and writing

**Summer Term:**

Challenging drama: reading Shakespeare and writing monologues

**Impact:**

Our learners will receive a coherent and ambitious curriculum through which they will develop their love of literature. Students confidently engage with the most challenging KS3 texts. They demonstrate evaluative skills when reading and analysing texts. They write with ambition, creativity and fluency. They can articulate their ideas with flair and confidence. We want our learners to be equipped to notice the similarities and differences between texts and how they are crafted. Through their experience of literature, learners will accrue a range of ideas, viewpoints, and stylistic skills that will enhance their own written and spoken expression. They will know more and remember more. There will be an increase in attainment, evidenced in regular, formal and interleaved assessments.

<b>Content/Units</b>	<b>Disciplinary Knowledge (Skills)</b> This is the actions taken within a topic to gain substantive knowledge (the most significant modality and domain are highlighted)	<b>Substantive Knowledge</b> This is the specific, factual content for the topic, which is connected into a careful sequence of learning.	<b>Prior Learning (Y6)</b>	<b>Future learning (Y8/9)</b>
Gothic fiction: The Black Book of Secrets	Modality: Reading Domain: Literary studies	Gothic conventions - Narrative voice - Protagonist - Antagonist - Connotation - Atmosphere	KS2 grammar terms including: Active and passive voice Cohesion Verb suffixes and prefixes	Tension and atmosphere - Freytag's pyramid - Types of narrative structure - Victorian ghost story conventions
Gothic Writing	Modality: Writing Domain: Composition	Action - Character development - Setting - Dialogue - Foreshadowing - The passive voice - Focus shifts - Contrast - Pace - Repetition and pattern - Phrase construction (modification and expansion)	Composition: describing setting, characters and atmosphere; Cohesive devices: repetition; noun phrases	Short story writing Year 9 Characterisation - Pronoun sub-classes
Non-fiction to change the world: I am Malala	Modality: Reading Domain: Rhetoric and Literary studies	Tier 2 vocabulary: plight, socioeconomic status, inequality, empathy, underclass, disenfranchised - Authorial intent and influence - First, Second, Third person perspective - Noun sub-classes - Verb sub-classes - Biography - Autobiography	Experience of reading non-fiction; noun, verb, modal verb, imperative verb	Classic Novel Year 8 - Symbol - Satire - Fable - Propaganda
Writing Non-Fiction to Change the World	Modality: Writing and Spoken language Domain: Rhetoric and Composition	Transactional writing - Audience - Purpose - Rhetorical devices - Vocabulary: human rights, freedom, justice, dignity, integrity, exposure - Colon - Semi-colon - Ellipsis - Temporal connectives - Illustrative connectives - Emotive reason - Logical reason	Fronting, cohesion across paragraphs, techniques to evaluate and edit a text	The Art of Rhetoric: Ethos, pathos logos - Tone - Prosody - Articulation - Pace - Emphasis - Phrasing - Sentence types: declarative, interrogative, imperative - Connectives - Determiner subclasses Journalistic writing: Emphatic adjectives - Intensifiers - Article structure
Shakespearean drama: A Midsummer Night's Dream	Modality: Reading Domain: Literary studies	Extended metaphor - Conceit - Dramatic irony - Oxymoron - Juxtaposition - Symbolism - Patriarchy - Renaissance - Grammar: the literary present - Pun, sonnet, soliloquy, prologue, metre, iambic pentameter	Experience of reading Shakespeare; present tense;	Literary present in future academic reading responses (Classic Novel Y8, Modern Novel Y9, Responses to poetry Y8 and Y9)
Writing Drama	Modality: Writing and Spoken language Domain: Composition	Monologue - Tense - Voice - Tone - Fragmentation - Subordinating conjunction - Appositive phrase	Writing in appropriate form; ellipsis	Y9 Modern Play 'Blood Brothers'; Y9 'Macbeth'

**The Big Picture—Intent:**

Students build on the knowledge gained in Year 7. Students will develop their knowledge of linguistics through a study of language change over time and by examining the language use of different groups. Through preparing a speech for performance, students revise the grammatical terms from Year 7 and build up their understanding of rhetoric, which is then transferred to the context of the classic novel ‘Animal Farm’. Poetry is introduced through a highly engaging modern text. Reading a set of short stories develops knowledge of genre writing conventions by reading Victorian ghost stories. Students complete the year by producing journalistic opinion pieces, reading texts from modern features article writers.

The schemes include texts similar to those studied later in school to build confidence and resilience. Texts have been selected to engage students whilst also stretching and challenging them, and the texts cover the nineteenth, twentieth and twenty-first centuries. In Year 8 the real-world focus becomes more explicit to develop students’ understanding of where English can lead, with a focus on journalism. Skilful teaching will be followed by timely opportunities for high-quality writing and speaking. All students will be able to access the main content of all lessons and all students will be taught to the top with scaffolding, adaptive teaching and stretch and challenge provided where necessary.

**Implementation:**

There will be six units of approximately six weeks each.

Independence and study skills will be fostered through challenging texts and questions, group and pair work, modelling, and independent study and reading for pleasure.

Students’ revision skills will be developed through in class and independent assessment preparation.

**Key Summative Assessments:**

- Academic reading response to ‘Our Day Out’
- Speech performance
- Academic reading response to Animal Farm (language)
- Academic reading response to Long Way Down (structure)
- Written feature article
- Retrieval homework.
- Live marking and low stakes quizzing

**Autumn Term:**

‘Our Day Out’ and rhetoric

**Spring Term:**

‘Animal Farm’ and poetic form  
‘Long Way Down’

**Summer Term:**

Short stories (Victorian and modern) and Journalistic writing

**Impact:**

Our learners will receive a coherent and ambitious curriculum through which they will develop their love of literature. Students confidently engage with the most challenging KS3 texts. They demonstrate evaluative skills when reading and analysing texts. They write with ambition, creativity and fluency. They can articulate their ideas with flair and confidence. We want our learners to be equipped to notice the similarities and differences between texts and how they are crafted. Through their experience of literature, learners will accrue a range of ideas, viewpoints, and stylistic skills that will enhance their own written and spoken expression. They will know more and remember more. There will be an increase in attainment, evidenced in regular, formal and interleaved assessments.

# YEAR 8 CURRICULUM OVERVIEW — ENGLISH

<b>Content/ Units</b>	<b>Disciplinary Knowledge (Skills)</b> This is the actions taken within a topic to gain substantive knowledge (the most significant modality and domain are highlighted)	<b>Substantive Knowledge</b> This is the specific, factual content for the topic, which is connected into a careful sequence of learning.	<b>Prior Learning (Y7)</b>	<b>Future learning (Y8/9)</b>
Modern play 'Our Day Out'	Modality: Reading and Spoken language Domain: Linguistics	Dialect - Accent - Idiolect - Standard English - social realism	Compound, suffix, prefix	Colloquial language in 'Long Way Down'; linguistic study in Y9
War Poetry	Modality: Reading Domain: Literary studies	Poetic form—Sonnet -- Rhyming couplet—Imagery	Experience of reading poetry; knowledge of figurative language	Poetic form and structure: 'Long Way Down'
The Art of Rhetoric	Modality: Writing Domain: Rhetoric	Ethos, pathos logos - Tone - Prosody - Articulation - Pace - Emphasis - Phrasing - Sentence types: declarative, interrogative, imperative - Connectives - Determiner subclasses	Non-fiction to change the world: Transactional writing - Audience - Purpose - Rhetorical devices - Vocabulary: human rights, freedom, justice, dignity, integrity, exposure - Colon - Semi-colon - Ellipsis - Temporal connectives - Illustrative connectives - Emotive reason - Logical reason	Y8 Journalistic writing Y9 Review Writing
Classic Novel: 'Animal Farm'	Modality: Reading Domain: Literary studies	Anthropomorphism - Personification - Zoomorphism - Allegory - Symbol - Satire - Fable - Propaganda	Continues to develop academic writing skills from Y7 genre conventions - Narrative voice - Protagonist - Antagonist - Connotation - Atmosphere	Modern Novel 'The Book Thief' Metaphysical - Anaphora - Hyperbole - Motif - Tone - Non-linear narrative - Omniscient narrator - Bildungsroman - Abstract nouns - effect on the reader— theme— idea—motif
Poetic Form and Structure: 'Long Way Down'	Modality: Reading Domain: Literary studies	Apparition - Colloquialism - Literary Emphatic positioning - Rhythm - Stanza - Quatrain - Couplet - Verse novel - Narrative poetry - Epic poetry	War poetry: -Poetic form—Sonnet -- Rhyming couplet—Imagery; builds on idea of literature as agency for social change explored in 'I Am Malala' in Y7 and in 'Animal Farm' in Y8	Y9 Social Justice Poetry
Short Stories	Modality: Reading Domain: Literary Studies	Text structure—tension and atmosphere - Clause sub-types - Freytag's pyramid - Types of narrative structure - Victorian ghost story conventions	Gothic novel: genre conventions - Narrative voice - Protagonist - Antagonist - Connotation - Atmosphere	Y9 Short story writing; Y9 Modern Novel
Journalistic Writing	Modality: Writing Domain: Composition	Emphatic adjectives - Intensifiers - Article structure - Journalism: newspaper, tabloid, broadsheet, magazine, blog, social media platform, editor, brief, proof, target audience	Builds on prior work on rhetoric and transactional writing, and broader work on grammar for writing	Y9 Review writing

**The Big Picture—Intent :** In Year 9, students complete their Key Stage 3 journey through revisiting and extending the knowledge built up in Years 7 and 8. Students will become increasingly independent when engaging with challenging texts and producing their own written texts. Students will encounter a challenging Shakespeare text to examine elements of Shakespearean tragedy. A number of full texts will challenge and extend students further, through both a modern novel and a range of poetry. Students will have an opportunity to write for a range of purposes, including the short story form, writing to review and transforming literature into a different form.

Students build on the skills developed in Years 7 and 8 by reading the full range of different text types and producing writing for different purposes and audiences. During this year, the texts bring Key Stage 3 to a close and begin preparing students for Key Stage 4. Students begin to consider an even wider range of ideas, building upon those encountered in Years 7 and 8. By the end of Year 9, students have developed into confident and independent readers and writers who have a facility for thoughtful personal responses to texts. All students will be able to access the main content of all lessons and all students will be taught to the top with scaffolding, adaptive teaching and stretch and challenge provided where necessary.

**Implementation:**

There will be six units of approximately six weeks each.

Independence and study skills will be fostered through challenging texts and questions, group and pair work, modelling, and independent study and reading for pleasure.

Students’ revision skills will be developed through in class and independent assessment preparation.

**Key Summative Assessments:**

- Academic reading response to ‘Macbeth’
- Crafted short story
- Academic reading response to ‘The Woman in Black’
- A creative piece in response to a piece of literature
- Academic reading response to poetry
- Written review (film, music or video game)
- Retrieval homework
- Live marking and low stakes quizzing

**Autumn Term:**

‘Macbeth’ and short story writing

**Spring Term:**

‘The Woman in Black’ and transformational writing

**Summer Term:**

Linguistic study, social justice poetry and review writing

**Impact:**

Our learners will receive a coherent and ambitious curriculum through which they will develop their love of literature. Students confidently engage with the most challenging KS3 texts. They demonstrate evaluative skills when reading and analysing texts. They write with ambition, creativity and fluency. They can articulate their ideas with flair and confidence. We want our learners to be equipped to notice the similarities and differences between texts and how they are crafted. Through their experience of literature, learners will accrue a range of ideas, viewpoints, and stylistic skills that will enhance their own written and spoken expression. They will know more and remember more. There will be an increase in attainment, evidenced in regular, formal and interleaved assessments.

# YEAR 9 CURRICULUM OVERVIEW — ENGLISH

<b>Content/Units</b>	<b>Disciplinary Knowledge (Skills)</b> This is the actions taken within a topic to gain substantive knowledge (the most significant modality and domain are highlighted)	<b>Substantive Knowledge</b> This is the specific, factual content for the topic, which is connected into a careful sequence of learning.	<b>Prior Learning (Y7/8/9)</b>	<b>Future learning (Y10)</b>
Shakespearean tragedy: 'Macbeth'	Modality: Reading Domain: Literary studies	Tragic conventions: peripeteia, anagnorisis, hamartia	Y7 Shakespeare 'A Midsummer Night's Dream', Y7 Gothic fiction	Shakespeare 'Romeo and Juliet'
Transformational writing	Modality: Writing Domain: Composition and Literary studies	Revise all grammar for writing techniques - Revise sentence types - Crafting language: cut, combine, use fragments, modification	Y7 Gothic fiction, Y8 Journalistic writing	English Language Paper 1 Creative writing; English Language Paper 2 Transactional writing
The Modern Novel: 'The Woman in Black'	Modality: Reading Domain: Literary studies	Anaphora - Hyperbole - Motif - Tone - Omniscient narrator - Bildungsroman - Abstract nouns - effect on the reader— theme— idea	Y7 Gothic novel, Y8 Classic novel	19th Century Novel: 'A Christmas Carol'; English Language Paper 1 Reading
Short story writing	Modality: Writing Domain: Composition	Revise short story structures from Year 8 - Revise grammar for writing techniques - Characterisation - Pronoun sub-classes	Y8 Short story reading, Y7 Gothic fiction, Y8 Journalistic writing, Y9 Transformational writing	English Language Paper 1 Creative writing
Linguistic study	Modality: Reading Domain: Literary studies	Varieties of English Grammar - Etymology - Morphology - Semantic change - Prefix - Suffix - Root - Transcript - Interjection - Filler	Y8 'Our Day Out'	Modern play 'An Inspector Calls'
Social Justice Poetry	Modality: Reading Domain: Literary studies	Revise poetry terms from Y8 - Blake context - Romanticism	Y8 Poetic form and structure 'Long Way Down', Y7 War poetry	'Love and Relationships' poetry, unseen poetry, social justice issues in 'A Christmas Carol' and 'An Inspector Calls'
Review writing	Modality: Writing Domain: Composition	Revise key grammar for writing concepts from KS3 - Revise knowledge of journalistic writing from Y8 - Revise principles of Rhetoric	Y8 Journalistic writing, Y8 The Art of Rhetoric, Y9 Transformational writing, Y7 Non-fiction to change the world	English Language Paper 2 Reading and Writing — viewpoints and perspectives

**The Big Picture—Intent:** Y10 English Language and English Literature English builds on the learning at Y9 and prepares students for the AQA English Language GCSE and the AQA English Literature GCSE and for life beyond KS4 whether that be further academic study or a different pathway.

Students study English Language and English Literature as separate GCSEs across the whole of Key Stage 4, ending with terminal exams for both subjects in the summer of Year 11. The two-year course of GCSE English Literature prepares students for their external examination. Year one introduces students to the texts: An Inspector Calls, A Christmas Carol, An Inspector Calls and Poetry. Theatre, film and creative writing are used to engage students and bring these texts to life. Year two focuses on examination preparation and recall. In English Language, students will develop the full range of skills required for the English Language GCSE exam across fiction and non-fiction texts. Students develop their English skills through reading, discussing, exploring and creating a range of texts. They will engage with influential fiction and literary non-fiction. They will have the opportunity to write their own texts: narrative, descriptive and transactional. They will learn how to respond critically and thoughtfully to fiction and non-fiction texts.

Both years set the scene and prepare the foundations for students to study English Literature and English Language at A Level and beyond.

All students will be able to access the main content of all lessons and all students will be taught to the top with scaffolding, adaptive teaching and stretch.

**Implementation:**

There will be six units of approximately six weeks each for each of English Language and English Literature.

Independence and study skills will be fostered through challenging texts and questions, group and pair work, modelling, and independent study and reading for pleasure.

Students’ revision skills will be developed through in class and independent assessment preparation.

**Key Summative Assessments:**

Students will take mock exams and complete end of unit exam style questions.

Retrieval homework.

Live marking and low stakes quizzing.

**Autumn Term:**

Lit exam Questions: Poetry Anthology, A Christmas Carol

Lan exam Questions: P1Q1-3, P1 Q5

**Spring Term:**

Lit exam Question: An Inspector Calls

Lan exam Questions: P1Q4, P1 Q5, P2Q1-3

**Summer Term:**

Lit exam Question: Romeo and Juliet

Lan exam Questions: P2Q4-5

**Impact:**

Students confidently engage with the most challenging KS4 texts. They demonstrate evaluative skills when reading and analysing texts. They write with ambition, creativity and fluency. They will know more and remember more. There will be an increase in attainment, evidenced in regular, formal and interleaved assessments.

# YEAR 10 CURRICULUM OVERVIEW — ENGLISH

<b>Content/Units</b>	<b>Disciplinary Knowledge (Skills)</b> This is the actions taken within a topic to gain substantive knowledge (the most significant modality and domain are highlighted)	<b>Substantive Knowledge</b> This is the specific, factual content for the topic, which is connected into a careful sequence of learning.	<b>Prior Learning (Y7/8/9)</b>	<b>Future learning (Y11)</b>
Lan: Identifying explicit/implicit details; analysing language and structure in fiction. Lit: Poetry Anthology Love and Relationships poetry	Modality: Reading Domain: Literary studies	-Key grammar terms, Key poetry terminology	Building explicitly on reading units Y7 Term 1, Y8 Term 3, Y9 Term 3	Language Paper 1 Revision; Literature Unseen Poetry
Lan: Descriptive writing Lit: A Christmas Carol	Modality: Reading and Writing Domain: Composition and Literary studies	-Key grammar terms, key terminology for reading analysis	Building explicitly on creative writing units in Y7 Term 2 & Term 6, Y9 Term 2 & Term 4.	Language Paper 1 Revision; Literature A Christmas Carol Revision
Lan: Evaluating language and narrative writing Lit: An Inspector Calls	Modality: Reading and Writing Domain: Composition and Literary studies	- Key grammar terms, key drama terminology	Building explicitly on reading units in KS3 and drama units Y7 Term 6, Y8 Term 1	Language Paper 1 Revision; Literature An Inspector Calls Revision
Lan: Synthesizing information, analysing and comparing non-fiction Lit: Romeo and Juliet	Modality: Reading and Writing Domain: Literary studies	- Key grammar terms, key drama terminology	Building explicitly on non-fiction units Y7 Terms 3-4, Y8 Term 6, Y9 Term 6, Shakespeare studies in Y7 Term 5 and Y9 Term 1	Language Paper 2 Revision; Literature Romeo and Juliet Revision
Lan: Writing to present a viewpoint Lit: Romeo and Juliet	Modality: Reading and Writing Domain: Composition, Rhetoric and Literary studies	- Key grammar terms, key drama terminology	Building explicitly on non-fiction units Y7 Terms 3-4, Y8 Term 6, Y9 Term 6, Shakespeare studies in Y7 Term 5 and Y9 Term 1	Language Paper 2 Revision; Literature Romeo and Juliet Revision
Lan: Spoken Language endorsement Lit: Romeo and Juliet	Modality: Reading and Spoken language Domain: Composition and Literary studies	- Key grammar terms, key drama terminology	Building explicitly on non-fiction units Y7 Terms 3-4, Y8 Term 6, Y9 Term 6, and spoken language Y7 Term 6, Shakespeare studies in Y7 Term 5 and Y9 Term 1	Language Paper 2 Revision; Literature Romeo and Juliet Revision

**The Big Picture—Intent:** Y11 English Language and English Literature prepares students for the AQA English Language GCSE and the AQA English Literature GCSE and for life beyond KS4 whether that be further academic study or a different pathway.

Intent: Students are thoroughly prepared for the demands of the GCSE examinations in English Language and English Literature. They revisit, practise and extend their abilities in reading and writing and become confident in exam skills and revision techniques. Students leave Y11 ready for the real world and in a position to continue studying English if they wish.

All students will be able to access the main content of all lessons and all students will be taught to the top with scaffolding, adaptive teaching and stretch and challenge provided where necessary.

**Implementation:**

There will be six units of approximately six weeks each for each of English Language and English Literature.

Independence and study skills will be fostered through challenging texts and questions, group and pair work, modelling, and independent study and reading for pleasure.

Students’ revision skills will be developed through in class and independent assessment preparation.

**Key Summative Assessments:**

Students will take mock exams and complete end of unit exam style questions.

Retrieval homework.

Live marking and low stakes quizzing

**Autumn Term:**

Lit exam: Paper 2

Lan exam: Paper 2

**Spring Term:**

Lit exam: Paper 1

Lan exam: Paper 1

**Summer Term:**

GCSE exams

**Impact:**

Students confidently engage with the most challenging KS4 texts. They demonstrate evaluative skills when reading and analysing texts. They write with ambition, creativity and fluency. They will know more and remember more. There will be an increase in attainment, evidenced in regular, formal and interleaved assessments.

**YEAR 11 CURRICULUM OVERVIEW — ENGLISH**

<b>Content/Units</b>	<b>Disciplinary Knowledge (Skills)</b> This is the actions taken within a topic to gain substantive knowledge (the most significant modality and domain are highlighted)	<b>Substantive Knowledge</b> This is the specific, factual content for the topic, which is connected into a careful sequence of learning.	<b>Prior Learning (Y10)</b>	<b>Future learning (Y12)</b>
Lan: Paper 2 revision Lit: Paper 2 revision and Unseen Poetry	Modality: Reading and Writing Domain: Composition and Literary studies	Language Paper 2 exam technique, key grammar terms, key reading analysis terms, Poetry Anthology, An Inspector Calls, key poetry terms	Lan: Revising Y10 Terms 4, 5 Lit: Revising Y10 Terms 1, 3	Language: language frameworks, context Literature: Love through the ages poetry, A Doll's House
Lan: Paper 1 revision Lit: Paper 1 revision	Modality: Reading and Writing Domain: Composition and Literary studies	Language Paper 1 exam technique, key grammar terms, key reading analysis terms, Romeo and Juliet, A Christmas Carol	Lan: Revising Y10 Terms 1,2,3 Lit: Revising Y10 Terms 2, 3-5	Language: language frameworks, context Literature: Othello, The Great Gatsby
Lan: Paper 1 revision Lit: Paper 1 revision	Modality: Reading and Writing Domain: Composition and Literary studies	Language Paper 1 exam technique, key grammar terms, key reading analysis terms, Romeo and Juliet, A Christmas Carol	Lan: Revising Y10 Terms 1,2,3 Lit: Revising Y10 Terms 2, 3-5	Language: language frameworks, context Literature: Love through the ages poetry, A Doll's House
Lan: Paper 2 revision Lit: Paper 2 revision	Modality: Reading and Writing Domain: Composition and Literary studies	Language Paper 2 exam technique, key grammar terms, key reading analysis terms, Poetry Anthology, An Inspector Calls, key poetry terms	Lan: Revising Y10 Terms 4, 5 Lit: Revising Y10 Terms 1, 3	Language: language frameworks, context Literature: Othello, The Great Gatsby
Lan: Exam revision Lit: Exam revision	Modality: Reading and Writing Domain: Composition and Literary studies	All key GCSE exam knowledge	All Y10 learning	Full Language and Literature courses

**The Big Picture—Intent:** Y12 English Language prepares students for the AQA English Language A level examination and for life beyond KS5 whether that be further academic study or a different pathway.

Intent: Students are thoroughly prepared for the demands of the A level examinations in English Language. They revisit, practise and extend their abilities in reading and writing and become confident in exam skills and revision techniques. Students leave Y13 ready for the real world and in a position to continue studying English Language if they wish.

All students will be able to access the main content of all lessons and all students will be taught to the top with scaffolding, adaptive teaching and stretch and challenge provided where necessary.

**Implementation:**

There will be six units of approximately six weeks each.

Independence and study skills will be fostered through challenging texts and questions, group and pair work, modelling, and independent study and reading for pleasure.

Students’ revision skills will be developed through in class and independent assessment preparation.

**Key Summative Assessments:**

Students will take mock exams and complete end of unit exam style questions.

Retrieval homework.

Live marking and low stakes quizzing

**Autumn Term:**

Text analysis  
Key terms quizzes

**Spring Term:**

Text analysis  
Key terms quizzes  
Exam-style essay on language diversity

**Summer Term:**

Exam-style essay on language change  
Key terms quizzes  
End of year exam

**Impact:**

Students confidently engage with the most challenging KS5 texts. They demonstrate evaluative skills when reading and analysing texts. They write with ambition, creativity and fluency. They will know more and remember more. There will be an increase in attainment, evidenced in regular, formal and interleaved assessments.

**YEAR 12 CURRICULUM OVERVIEW — ENGLISH LANGUAGE**

<b>Content/Units</b>	<b>Disciplinary Knowledge (Skills)</b> This is the actions taken within a topic to gain substantive knowledge (the most significant modality and domain are highlighted)	<b>Substantive Knowledge</b> This is the specific, factual content for the topic, which is connected into a careful sequence of learning.	<b>Prior Learning</b>	<b>Future learning (Y13)</b>
Introduction to language study, Introduction to language levels	Modality: Reading and writing Domain: linguistics	Mode, genre, purpose, discourse, audience, accent, dialect, word classes, semantic field	Explicitly builds on Y8 Term 1 and Y9 Term 5; Develops approaches from GCSE English Language	Paper 1 revision
Textual variations and language analysis, Language diversity: geographical variations	Modality: Reading and writing Domain: linguistics	Representations, subtext, positioning, synthetic personalisation, slang, dialect levelling,	Explicitly builds on Y8 Term 1 and Y9 Term 5; Develops approaches from GCSE English Language	Paper 1 revision, Paper 2 revision
Language and representations, Language diversity: personal and social varieties of English	Modality: Reading and writing Domain: linguistics	Ideology, stereotype, convergence, divergence, identity	Explicitly builds on Y8 Term 1 and Y9 Term 5; Develops approaches from GCSE English Language	Paper 1 revision, Paper 2 revision
Language and representations, Language diversity: attitudes towards language	Modality: Reading and writing Domain: linguistics	Authority, status, Standard English, face theory, politeness theory, prescriptivism, descriptivism	Explicitly builds on Y8 Term 1 and Y9 Term 5; Develops approaches from GCSE English Language	Paper 1 revision, Paper 2 revision
Introduction to Language investigation NEA, Introduction to Language change	Modality: Reading and writing Domain: linguistics	Prosody, micropause, turn-taking, sampling, open/closed questions, synchronic change, neosemy, orthography	Explicitly builds on Y8 Term 1 and Y9 Term 5; Develops approaches from GCSE English Language	Paper 1 revision, Paper 2 revision
Language investigation NEA, Language change, preparation for end of year exams	Modality: Reading and writing Domain: linguistics	NEA requirements, Exam structure and mark schemes	Explicitly builds on Y8 Term 1 and Y9 Term 5; Develops approaches from GCSE English Language	Paper 2 revision

NB 2022-2023 will be the final year for Edexcel English Language. From September 2023, Year 13 will follow the AQA syllabus for English Language A level.

**The Big Picture—Intent:** Y13 English Language and English Literature prepares students for the Edexcel English Language A level examination and for life beyond KS5 whether that be further academic study or a different pathway.

Students are thoroughly prepared for the demands of the A level examinations in English Language . They revisit, practise and extend their abilities in reading and writing and become confident in exam skills and revision techniques. Students leave Y13 ready for the real world and in a position to continue studying English Language, linguistics or creative writing if they wish.

All students will be able to access the main content of all lessons and all students will be taught to the top with scaffolding, adaptive teaching and stretch and challenge provided where necessary.

**Implementation:**

There will be five units of approximately six weeks.

Independence and study skills will be fostered through challenging texts and questions, group and pair work, modelling, and independent study and reading for pleasure.

Students’ revision skills will be developed through in class and independent assessment preparation.

**Key Summative Assessments:**

Students will take mock exams and complete end of unit exam style questions.

Retrieval homework.

Live marking and low stakes quizzing

**Autumn Term:**

Variation over Time; Child writing

Mock revision; Paper 3 research

**Spring Term:**

Mock exams; Paper 3 preparation

**Summer Term:**

A level exams

**Impact:**

Students confidently engage with the most challenging KS5 unseen texts. They demonstrate evaluative skills when reading and analysing texts. They write with ambition, creativity and fluency. They work effectively in independent work. They will know more and remember more. There will be an increase in attainment, evidenced in regular, formal and interleaved assessments.

**YEAR 13 CURRICULUM OVERVIEW — ENGLISH LAN-**

<b>Content/Units</b>	<b>Disciplinary Knowledge (Skills)</b> This is the actions taken within a topic to gain substantive knowledge (the most significant modality and domain are highlighted)	<b>Substantive Knowledge</b> This is the specific, factual content for the topic, which is connected into a careful sequence of learning.	<b>Prior Learning (Y12)</b>	<b>Future learning</b>
Variation over time; child writing revision	Modality: Reading and Writing Domain: Linguistics	Frameworks: phonology, orthography, lexis, morphology, syntax, discourse, pragmatics, coinage, neologism, mode, field, function, audience	Explicitly builds on work from Y12 Terms 1-2, 5, 6	University study: English Language, creative writing, linguistics
Mock exam revision; Paper 3 preparation	Modality: Reading and Writing Domain: Linguistics	Terminology relevant to chosen specialist topic, e.g.: accent, dialect, idiolect, status, gender, etc.	Explicitly builds on work from Y12 Terms 1,2, 4, 5, Y13 Term 1	University study: English Language, creative writing, linguistics
Paper 3 preparation	Modality: Reading and Writing Domain: Linguistics	Terminology relevant to chosen specialist topic, e.g.: accent, dialect, idiolect, status, gender, etc.	Explicitly builds on work from Y13 Term 2	University study: English Language, creative writing, linguistics
Exam revision	Modality: Reading and Writing Domain: Linguistics	All English Language A level terminology and exam approaches	Revises all previous learning	University study: English Language, creative writing, linguistics
Exam revision	Modality: Reading and Writing Domain: Linguistics	All English Language A level terminology and exam approaches	Revises all previous learning	University study: English Language, creative writing, linguistics

**The Big Picture—Intent:** Y13 English Language prepares students for the AQA English Language A level examination and for life beyond KS5 whether that be further academic study or a different pathway.

Students are thoroughly prepared for the demands of the A level examinations in English Language. They revisit, practise and extend their abilities in reading and writing and become confident in exam skills and revision techniques. Students leave Y13 ready for the real world and in a position to continue studying English Language if they wish.

All students will be able to access the main content of all lessons and all students will be taught to the top with scaffolding, adaptive teaching and stretch and challenge provided where necessary.

**Implementation:**

There will be five units of approximately six weeks each.

Independence and study skills will be fostered through challenging texts and questions, group and pair work, modelling, and independent study and reading for pleasure.

Students’ revision skills will be developed through in class and independent assessment preparation.

**Key Summative Assessments:**

Students will take mock exams and complete end of unit exam style questions.

Retrieval homework.

Live marking and low stakes quizzing

**Autumn Term:**

Original writing NEA

Paper 2 Section B

**Spring Term:**

Mock exams: Papers 1 and 2

**Summer Term:**

A level exams

**Impact:**

Students confidently engage with the most challenging KS5 texts. They demonstrate evaluative skills when reading and analysing texts. They write with ambition, creativity and fluency. They will know more and remember more. There will be an increase in attainment, evidenced in regular, formal and interleaved assessments.

**YEAR 13 CURRICULUM OVERVIEW — ENGLISH LAN-**

<b>Content/Units</b>	<b>Disciplinary Knowledge (Skills)</b> This is the actions taken within a topic to gain substantive knowledge (the most significant modality and domain are highlighted)	<b>Substantive Knowledge</b> This is the specific, factual content for the topic, which is connected into a careful sequence of learning.	<b>Prior Learning</b>	<b>Future learning</b>
Original writing NEA, Paper 2 Section B (Language Discourses and Directed writing)	Modality: Reading and Writing Domain: Linguistics and composition	Cohesion, rhetoric, persuasion, storytelling, information, drafting, genre	Builds explicitly on writing units in Key Stage 3 and writing in GCSE	University study: English Language, creative writing, linguistics
Child language development: learning to talk, Revision of Paper 1 Section A Textual Variations and Representations	Modality: Reading and Writing Domain: Linguistics and composition	Pre-verbal, reduplication, telegraphic, post-telegraphic, reinforcement, virtuous error, variations and representations key terminology	Builds explicitly on writing units in Key Stage 3 and writing in GCSE	University study: English Language, creative writing, linguistics
Child language development: learning to write, Revision of Paper 2 Section A Diversity and change	Modality: Reading and Writing Domain: Linguistics	Morpheme, grapheme, phoneme, phonics, oracy, literacy, directionality, digraph, Diversity and change key terminology	Builds on all linguistic and writing knowledge from Key Stages 3-5	University study: English Language, creative writing, linguistics
Papers 1 and 2 Revision	Modality: Reading and Writing Domain: Linguistics and composition	All English Language A level terminology and exam approaches	Revises all previous learning	University study: English Language, creative writing, linguistics
Papers 1 and 2 Revision	Modality: Reading and Writing Domain: Linguistics and composition	All English Language A level terminology and exam approaches	Revises all previous learning	University study: English Language, creative writing, linguistics

**The Big Picture—Intent:** Y12 English Literature prepares students for the AQA English Literature A level examination and for life beyond KS5 whether that be further academic study or a different pathway.

Intent: Students are thoroughly prepared for the demands of the A level examinations in English Literature. They revisit, practise and extend their abilities in reading and writing and become confident in exam skills and revision techniques. Students leave Y13 ready for the real world and in a position to continue studying English Literature if they wish.

All students will be able to access the main content of all lessons and all students will be taught to the top with scaffolding, adaptive teaching and stretch and challenge provided where necessary.

**Implementation:**

There will be six units of approximately six weeks' worth of lessons for each.

Independence and study skills will be fostered through challenging texts and questions, group and pair work, modelling, and independent study and reading for pleasure.

Students' revision skills will be developed through in class and independent assessment preparation.

**Key Summative Assessments:**

Students will take mock exams and complete end of unit exam style questions.

Retrieval homework.

Live marking and low stakes quizzing

**Autumn Term:**

Othello Act 1 Essay

Introduction of Daisy in The Great Gatsby

Poetry response

**Spring Term:**

Anthology poetry response

Unseen poetry response

Othello essay

**Summer Term:**

NEA

Paper 1 exam

**Impact:**

Students confidently engage with the most challenging KS5 texts. They demonstrate evaluative skills when reading and analysing texts. They write with ambition, creativity and fluency. They will know more and remember more. There will be an increase in attainment, evidenced in regular, formal and interleaved assessments.

**YEAR 12 CURRICULUM OVERVIEW — ENGLISH LITERATURE**

<b>Content/Units</b>	<b>Disciplinary Knowledge (Skills)</b> This is the actions taken within a topic to gain substantive knowledge (the most significant modality and domain are highlighted)	<b>Substantive Knowledge</b> This is the specific, factual content for the topic, which is connected into a careful sequence of learning.	<b>Prior Learning</b>	<b>Future learning</b>
The Great Gatsby, Poetry (Anthology and Unseen), Othello	Modality: Reading and writing Domain: literary studies	Gatsby: modernism, unreliable narrator, context. Poetry terminology, sonnet forms. Othello: stagecraft, context, tragedy, motif, race	Literature KS4 texts, all reading, Shakespeare and poetry units at KS3	Exam revision
The Great Gatsby, Poetry (Anthology and Unseen), Othello	Modality: Reading and writing Domain: literary studies	Gatsby: thematic exploration, structural shifts, flashback. Poetry: metaphysical, cavalier. Othello: soliloquy, relationship	Literature KS4 texts, all reading, Shakespeare and poetry units at KS3	Exam revision
Poetry (Anthology and Unseen), Othello	Modality: Reading and writing Domain: literary studies	Othello: Infatuation, obsession, Poetry: Romanticism, Victorian poetry	Literature KS4 texts, all reading, Shakespeare and poetry units at KS3	Exam revision
A Doll's House, Unseen Poetry, Othello	Modality: Reading and writing Domain: literary studies	A Doll's House: Motif, symbol, well-made play, feminist literary theory. Othello: classical elements	Literature KS4 texts, all reading, Shakespeare and poetry units at KS3	Exam revision
A Doll's House, Unseen Poetry, Othello	Modality: Reading and writing Domain: literary studies	Critical theory, chronological typicality	Literature KS4 texts, all reading, Shakespeare and poetry units at KS3	Exam revision
Revision of all texts, Journey's End, NEA	Modality: Reading and writing Domain: literary studies	Revision of key knowledge from Y12	Literature KS4 texts, all reading, Shakespeare and poetry units at KS3	Exam revision

**The Big Picture—Intent:** Y13 English Literature prepares students for the AQA English Literature A level examination and for life beyond KS5 whether that be further academic study or a different pathway.

Students are thoroughly prepared for the demands of the A level examinations in English Literature. They revisit, practise and extend their abilities in reading and writing and become confident in exam skills and revision techniques. Students leave Y13 ready for the real world and in a position to continue studying English Literature if they wish.

All students will be able to access the main content of all lessons and all students will be taught to the top with scaffolding, adaptive teaching and stretch and challenge provided where necessary.

**Implementation:**

There will be five units of approximately six weeks’ worth of lessons for each. Independence and study skills will be fostered through challenging texts and questions, group and pair work, modelling, and independent study and reading for pleasure.

Students’ revision skills will be developed through in class and independent assessment preparation.

**Key Summative Assessments:**

Students will take mock exams and complete end of unit exam style questions.

Retrieval homework

Live marking and low stakes quizzing

**Autumn Term:**

Up the Line to Death response

Journey’s End response

First Casualty response

**Spring Term:**

Papers 1 and 2 mock exams

**Summer Term:**

A level exams

**Impact:**

Students confidently engage with the most challenging KS5 texts. They demonstrate evaluative skills when reading and analysing texts. They write with ambition, creativity and fluency.

**YEAR 13 CURRICULUM OVERVIEW — ENGLISH LITERATURE**

<b>Content/Units</b>	<b>Disciplinary Knowledge (Skills)</b> This is the actions taken within a topic to gain substantive knowledge (the most significant modality and domain are highlighted)	<b>Substantive Knowledge</b> This is the specific, factual content for the topic, which is connected into a careful sequence of learning.	<b>Prior learning</b>	<b>Future learning</b>
Up the Line to Death, Journey's End, First Casualty	Modality: Reading and Writing Domain: Literary studies	Typicality, early attitudes to war, context	Literature KS4 texts, all reading, Shakespeare and poetry units at KS3	University study: English Literature
Up the Line to Death, Journey's First Casualty, Unseen Prose, Unseen Poetry and Othello revision	Modality: Reading and Writing Domain: Literary studies	Themes, patriotism, perspective, psychological, Othello revision	Literature KS4 texts, all reading, Shakespeare and poetry units at KS3	University study: English Literature
Up the Line to Death, Journey's End, First Casualty, Unseen Prose, Othello revision	Modality: Reading and Writing Domain: Literary studies	Themes: Despair, futility, all relevant previous terminology	Literature KS4 texts, all reading, Shakespeare and poetry units at KS3	University study: English Literature
Papers 1 and 2 revision	Modality: Reading and Writing Domain: Literary studies	All English Literature A level terminology and texts	Revises all previous learning	University study: English Literature
Papers 1 and 2 revision	Modality: Reading and Writing Domain: Literary studies	All English Literature A level terminology and texts	Revises all previous learning	University study: English Literature