

# English – Year

	Year 7 – Term 1	Year 7 – Term 2	Year 7 – Term 3
<b>What do we teach?</b>	<b>Knowledge</b> <i>Oliver Twist</i> Life in Victorian London; Victorian crime; the form of a novel; Bill Sikes, Fagin, the Artful Dodger, Oliver; morality.	<b>Knowledge</b> <i>A Midsummer Night's Dream</i> Life in Elizabethan England; life in ancient Athens; Shakespeare's life; the four lovers; the love potion; Elizabethan family relationships; the form of a play.	<b>Knowledge</b> <i>Poetry anthology</i> Structure and use of metaphor; poetic forms; 'The Tyger'; 'The Eagle'; lives of Blake and Tennyson, Phoebe Hesketh.
	<b>Grammar and writing</b> Composing a topic sentence; the subject; subject / verb agreement; capital letters; the past simple tense.	<b>Grammar and writing</b> Using evidence; pronoun ambiguity; prepositional phrases; run-on sentences; punctuating speech.	<b>Grammar and writing</b> Writing about unseen texts; temporal clauses; paragraphing; avoiding fragments; extended narrative writing.
<b>How does this meet the National Curriculum?</b>	Students should be taught to: -develop an appreciation and love of reading, and read increasingly challenging material independently through: -reading a wide range of fiction and non-fiction, including in particular whole books, short stories, poems and plays with a wide coverage of genres, historical periods, forms and authors. The range will include high-quality works from: -English literature, both pre-1914 and contemporary, including prose, poetry and drama. Students should be taught to: write accurately, fluently, effectively and at length.	Students should be taught to: -develop an appreciation and love of reading, and read increasingly challenging material independently through: -reading a wide range of fiction and non-fiction, including in particular whole books, short stories, poems and plays with a wide coverage of genres, historical periods, forms and authors. The range will include high-quality works from: -English literature, both pre-1914 and contemporary, including prose, poetry and drama. Students should be taught to: write accurately, fluently, effectively and at length.	Students should be taught to: -develop an appreciation and love of reading, and read increasingly challenging material independently through: -reading a wide range of fiction and non-fiction, including in particular whole books, short stories, poems and plays with a wide coverage of genres, historical periods, forms and authors. The range will include high-quality works from: -English literature, both pre-1914 and contemporary, including prose, poetry and drama. Students should be taught to: write accurately, fluently, effectively and at length.
<b>Why does this knowledge matter?</b>	A good understanding of this text helps students understand the complexities of morality and helps them begin to gauge their own personal beliefs. This text also helps them understand social injustice and the importance of compassion. Students will gain an understanding of Victorian London and its socio-economics.	This will give students a firm basis in understanding key Shakespearean ideas and tropes. The study of this play will allow students to consider the importance of kindness, friendship, and familial support.	This unit will introduce students to some key poetry and figures from the English literary canon. It will help them to form an understanding of the nuances of figurative language and the complexities of human emotion.
<b>Why do we teach in this sequence?</b>	Students will be required to study a 19 <sup>th</sup> Century novel for GCSE English Literature, and thus this text acts as introduction to the era and period. This first text is abridged and therefore accessible to all students. Students will begin to understand how to form opinions about characters and write topic sentences. Students will be required to write at length in their English Language GCSE and the writing skills are vital as they account for 50% of students' overall grades. We continue to teach the technicalities in order to create effective readers and communicators. This text is placed first in the academic year to allow students to build on themes studied at KS2, as well as engage with a text that centres around a protagonist of students' own age. This text is accessible and thought-provoking and provides a lively and engaging introduction to English Literature at KS3.	Students will be required to study one of Shakespeare's plays for GCSE English Literature. This play gives them a light-hearted and fun introduction to Shakespeare whilst introducing key ideas. Students will move on from their understanding of topic sentences into the skill of choosing judicious evidence to illustrate their points. We continue to teach the technicalities in order to create effective readers and communicators. 'A Midsummer Night's Dream' is often hailed by critics as one of Shakespeare's most light-hearted, humorous and entertaining plays, and therefore provides a perfect introduction to his works. This is a more difficult text than 'Oliver Twist', and the skills taught in that unit are built on in this. Much of Shakespeare's plays are written in verse, which allows this knowledge to be introduced in preparation for the upcoming poetry unit.	Students will be required to study poetry from across the British Isles through a range of time periods. This will begin to inform them of the key knowledge they will need to be successful. Students will now add to their topic sentences and quotations by beginning to write analytically. They should now be writing well-structured paragraphs in response to texts. We continue to teach the technicalities in order to create effective readers and communicators. Students by term 3 of Year 7 should be becoming clear on what the study of Literature entails and developing their skills. Poetry is a far more nuanced form of Literature than the novel and the play, and they are now ready to tackle this more difficult unit. Their Shakespeare studies will also support this.
<b>What career links are made?</b>	Writer, speaker, teacher, journalist, PR, law, social media manager, HR, crime/police.	Writer, speaker, teacher, journalist, PR, law, social media manager, HR.	Writer, speaker, teacher, journalist, PR, law, social media manager, HR.

# English – Year

	Year 8 – Term 1	Year 8 – Term 2	Year 8 – Term 3
<b>What do we teach?</b>	<b>Knowledge</b> <i>The Adventures of Sherlock Holmes</i> Scientific developments in the Victorian era; class and society in Victorian England; the detective genre; duality; periodicals	<b>Knowledge</b> <i>The Tempest</i> The Elizabethan age of exploration; colonialism; nature / nurture; the form of a comedy; subplots; soliloquy and monologue; Italian city-states	<b>Knowledge</b> <i>Animal Farm</i> Allegory; Orwell's life and times; the Russian Revolution; recurring imagery; irony and corruption
	<b>Grammar and writing</b> Discourse markers; linking paragraphs; complex sentences; correcting fragments; independent clauses	<b>Grammar and writing</b> Closed book analysis; composing a balanced argument; subordinate clauses; correcting comma splices	<b>Grammar and writing</b> Creative writing; extended metaphor; writing character; describing settings.
<b>How does this meet the National Curriculum?</b>	Students should be taught to: -develop an appreciation and love of reading, and read increasingly challenging material independently through: -reading a wide range of fiction and non-fiction, including in particular whole books, short stories, poems and plays with a wide coverage of genres, historical periods, forms and authors. The range will include high-quality works from: -English literature, both pre-1914 and contemporary, including prose, poetry and drama. Students should be taught to: write accurately, fluently, effectively and at length.	Students should be taught to: -develop an appreciation and love of reading, and read increasingly challenging material independently through: -reading a wide range of fiction and non-fiction, including in particular whole books, short stories, poems and plays with a wide coverage of genres, historical periods, forms and authors. The range will include high-quality works from: -English literature, both pre-1914 and contemporary, including prose, poetry and drama. Students should be taught to: write accurately, fluently, effectively and at length.	Students should be taught to: -develop an appreciation and love of reading, and read increasingly challenging material independently through: -reading a wide range of fiction and non-fiction, including in particular whole books, short stories, poems and plays with a wide coverage of genres, historical periods, forms and authors. The range will include high-quality works from: -English literature, both pre-1914 and contemporary, including prose, poetry and drama. Students should be taught to: write accurately, fluently, effectively and at length.
<b>Why does this knowledge matter?</b>	Students will continue to build on their knowledge of Victorian London/Britain and will be introduced to a key literary theme from the period: duality. Students will further deepen understanding of the complexities of morality.	Students will gain a further insight into key Shakespearean tropes. They will form an understanding of the importance of key values such as tolerance, forgiveness and justice.	Students will understand the importance of World War 2 on British society, politics and economics and begin to evaluate ideologies along the political spectrum. They will understand the ways in which dictators can rise to power and the dangers of this. They will continue to deepen their knowledge of key literary techniques and tropes.
<b>Why do we teach in this sequence?</b>	This unit builds on ideas introduced through <i>Oliver Twist</i> in Year 7, whilst exposing students to some more difficult language and concepts that are vital to the understanding of a 19 <sup>th</sup> Century novel. The teaching of the text will naturally progress students' analytical skills through the growing level of challenge the text presents. We continue to teach the technicalities in order to create effective readers and communicators.	This unit will build on knowledge acquired in Year 7 through the study of <i>A Midsummer Night's Dream</i> . <i>The Tempest's</i> themes and characters are more complex and ambiguous and will further develop an understanding of Shakespearean context and language. We continue to teach the technicalities in order to create effective readers and communicators.	Students will be required to study a 'modern text' for their English Literature GCSE. This could be either prose or drama written post-1914. This novel introduces students to key ideas and concepts from the 20 <sup>th</sup> century that they will be required to develop as they move through to Key Stage 4. At this stage of Year 8 students have been slowly taught to analyse more challenging texts and will now be becoming proficient at this key skill. We continue to teach the technicalities in order to create effective readers and communicators.
<b>What career links are made?</b>	Writer, speaker, teacher, journalist, PR, law, social media manager, HR, crime/police.	Writer, speaker, teacher, journalist, PR, law, social media manager, HR, political careers such as civil service.	Writer, speaker, teacher, journalist, PR, law, social media manager, HR, political careers such as civil service.

# English – Year

	Year 9 – Term 1	Year 9 – Term 2	Year 9 – Term 3
<b>What do we teach?</b>	<b>Knowledge</b> <i>Jane Eyre</i> Victorian attitudes to children and childhood; rural isolation; Christianity; Victorian sickness; juxtaposition in Jane Eyre.	<b>Knowledge</b> <i>Romeo and Juliet</i> The Prologue; foreshadowing in Romeo and Juliet; the form of a tragedy; AC Bradley's lectures on Shakespearean character; the sonnet form.	<b>Knowledge</b> <i>Power and Conflict</i> The <i>Power and Conflict</i> anthology forms a key component of the GCSE English Literature Paper 2. Devised by AQA, it includes 15 poems, offering students exposure to a diverse range of writers, issues, and perspectives. This unit introduces a variety of literary styles and rich vocabulary, fostering deeper analytical skills. Class discussions around these texts encourage critical thinking and debate, which further enhance students' ability to articulate arguments and viewpoints in writing.
	<b>Grammar and writing</b> Sustaining a thesis; apostrophe of omission; avoiding present tense apostrophe errors.	<b>Grammar and writing</b> Commenting on literary theory; avoiding contradictions; apostrophe of possession; apostrophes for words ending in –s; it's and its.	<b>Grammar and writing</b> Comparing texts; chronological and non-chronological composition; first and third person voice.
<b>How does this meet the National Curriculum?</b>	Students should be taught to: -develop an appreciation and love of reading, and read increasingly challenging material independently through: -reading a wide range of fiction and non-fiction, including in particular whole books, short stories, poems and plays with a wide coverage of genres, historical periods, forms and authors. The range will include high-quality works from: -English literature, both pre-1914 and contemporary, including prose, poetry and drama. Students should be taught to: write accurately, fluently, effectively and at length.	Students should be taught to: -develop an appreciation and love of reading, and read increasingly challenging material independently through: -reading a wide range of fiction and non-fiction, including in particular whole books, short stories, poems and plays with a wide coverage of genres, historical periods, forms and authors. The range will include high-quality works from: -English literature, both pre-1914 and contemporary, including prose, poetry and drama. Students should be taught to: write accurately, fluently, effectively and at length.	Students should be taught to: -develop an appreciation and love of reading, and read increasingly challenging material independently through: -reading a wide range of fiction and non-fiction, including in particular whole books, short stories, poems and plays with a wide coverage of genres, historical periods, forms and authors. The range will include high-quality works from: -English literature, both pre-1914 and contemporary, including prose, poetry and drama. Students should be taught to: write accurately, fluently, effectively and at length.
<b>Why does this knowledge matter?</b>	Students will deepen knowledge and understanding of Victorian attitudes. They will learn to consider the importance of religion and again consider the complexities of morality. Students will consider the intricacies of human relationships and emotions.	Again, students will gain a further understanding of Shakespearean tropes and develop knowledge of the genre of tragedy. They will consider the importance of family and look at the ways in which Shakespeare crafts his writing in greater depth.	Students will get a wide-reaching diet in this unit, looking at texts from the literary canon across time. They will understand some of the more technical elements of the crafting of poetry and how this is used to convey key ideas and emotions.
<b>Why do we teach in this sequence?</b>	The study of this text builds on ideas introduced through <i>Oliver Twist</i> in Year 7 and <i>The Adventures of Sherlock Holmes</i> in Year 8, whilst exposing students to further elements of Victorian society. At this stage student will have learned a variety of contextual factors that will ensure students have built solid foundations to succeed at GCSE. We continue to teach the technicalities in order to create effective readers and communicators.	The study of this play will build on knowledge acquired in Year 7 through the study of <i>A Midsummer Night's Dream</i> and <i>The Tempest</i> in Year 8. <i>Romeo and Juliet</i> will expose students further to the key ways in which Shakespeare crafts his work and give them a sound knowledge of the genre of tragedy that they will need for GCSE. Students will get an introduction into literary theory and its importance and will begin to include this in their analytical writing. We continue to teach the technicalities in order to create effective readers and communicators.	Students will begin studying the poems from the GCSE anthology, providing them with a strong foundation for this challenging and content-rich unit. This unit will cover poetry from across the British Isles, spanning a range of time periods. It will build on the knowledge and skills developed in the Year 7 poetry unit, while deepening and strengthening their understanding of poetic forms and techniques. By this point, students will be perceptive analysts of literature, incorporating an understanding of writers' motivations into their written analysis. Poetry is often considered one of the most challenging elements of the English Literature GCSE, and students will have developed a sophisticated knowledge of the genre, which will support their success in Key Stage 4. By the end of their KS3 studies, students will have encountered a wide range of topics, texts, and skills, ensuring they are well-prepared for the transition to KS4.
<b>What career links are made?</b>	Writer, speaker, teacher, journalist, PR, law, social media manager, HR.	Writer, speaker, teacher, journalist, PR, law, social media manager, HR, academic, researcher.	Writer, speaker, teacher, journalist, PR, law, social media manager, HR.



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