

English

KS3

Year 7		Year 8		Year 9	
<p>HT1:</p>	<p>HT2: Memoirs</p> <p>Pupils study the form of memoir writing SO THAT they understand the craft and purpose of first-person narratives. This will equip them with the required knowledge needed for exploring third-person narratives in Year 8.</p>	<p>HT1: Short Stories</p> <p>Pupils study a series of short stories SO THAT they are able to develop their knowledge and application of narrative elements including characterisation, structure, tension writing, and setting. This will equip them with an appreciation of writers' decisions when crafting a short piece</p>	<p>HT2: Character Development</p> <p>Pupils study character development SO THAT they can gain a deeper understanding of human behaviour and emotions, enhance their empathy, and improve their ability to analyse and create complex, relatable characters in their own writing.</p>	<p>HT1: Othello</p> <p>Pupils study and continue to develop their understanding of the tragic form, specifically focussing on the concept of the 'tragic hero' SO THAT they are able to identify traits within certain characters and able to confidently analyse their character development. This will</p>	<p>HT2: Othello</p> <p>Pupils study and continue to develop their understanding of the tragic form, specifically focussing on the concept of the 'tragic hero' SO THAT they are able to identify traits within certain characters and able to confidently analyse their character development. This will</p>
<p>HT3: War Poetry</p> <p>Pupils study a range of pro, anti, and alternate perspective war poems SO THAT they have an acute awareness of historical context and develop a mature and sensitive approach to understanding the complexities of war. This will equip them with the cultural capital and analytical skills needed for exploring a range of socio-</p>	<p>HT4: Lamb to the Slaughter</p> <p>Pupils study the forms of a short story, an informal letter, and script writing as a basis for writing from the perspective of a subjugated minority figure SO THAT they are able to convincingly adopt a narrative voice. This will equip them with an understanding of the mistreatment of minorities in all literature texts.</p>	<p>HT3: 100 Years of Poetry</p> <p>Pupils study poems spanning the 20th century SO THAT they have a cultural awareness of socio-historical events and are able to explore a range of forms, structures and writers' intentions. This will equip them with an understanding of how the influence of historical movements can impact writers' craft.</p>	<p>HT4: 100 Years of Poetry</p> <p>Pupils study poems spanning the 20th century SO THAT they have a cultural awareness of socio-historical events and are able to explore a range of forms, structures and writers' intentions. This will equip them with an understanding of how the influence of historical movements can impact writers' craft.</p>	<p>HT4: Rhetoric</p> <p>Pupils study the art of persuasive speaking and writing, specifically focussing on the Aristotelian triad of persuasion, and how this applies to modern rhetoric SO THAT pupils recognise how writers' choices achieve a desired outcome. This will equip pupils' knowledge needed to craft language and sentence structure in order to</p>	<p>HT3: Animal Farm</p> <p>Pupils study a key post-war text that explores hierarchy and the challenges within society SO THAT they can understand how language can be manipulated to persuade. This will equip them with the ability to track or identify similar and/or contrasting dynamics in texts and the wider world.</p>
<p>HT5: Romeo and Juliet</p> <p>Pupils study the full, unabridged text and are exposed to Shakespearean language, structure and form SO THAT they are able to confidently articulate the significance of the tragic form and Elizabethan context and how this influences character relationships. This will equip them with an appreciation of a seminal literary figure, his influence of the canon, and his craft of language.</p>	<p>HT6: Romeo and Juliet</p> <p>Pupils study the full, unabridged text and are exposed to Shakespearean language, structure and form SO THAT they are able to confidently articulate the significance of the tragic form and Elizabethan context and how this influences character relationships. This will equip them with an appreciation of a seminal literary figure, his influence on the canon, and his craft of language.</p>	<p>HT5: Creative Prose</p> <p>Pupils study the structure and form of narrative writing alongside the explicit teaching of the creative craft SO THAT they have the freedom to creatively express their own ideals creatively to equip them with the tools needed to compose an intriguing and convincing narrative arc.</p>	<p>HT1: Articles</p> <p>Pupils study the veracity of sources and non-fiction texts alongside the crafting of their own article SO THAT they have an appreciation of the importance and influence of news and its reliability. This will equip them with the confidence to question the accuracy of news and advance their research skills.</p>	<p>HT5: Literary Rebels</p> <p>Pupils study a range of poems that challenge pre-existing conventions SO THAT they appreciate writers' purpose for rebellion. This will equip them with an advanced understanding of authorial intent.</p>	<p>HT6: Oracy</p> <p>Pupils study a range of informative and persuasive non-fiction texts SO THAT they articulate their own ideas on a topic of their choosing. This will equip pupils with the oracy skills needed to present their ideas in a more formal and public setting.</p>

Notes

English

KS4

Year 10				Year 11			
<p>HT1: An Inspector Calls Pupils embark on the study of An Inspector Calls, conducting a cold read and targeted analysis tasks, SO THAT they can establish their initial understanding of the play's plot, social context, and the moral implications of individual actions. This will lay the groundwork for their exploration of social responsibility, class divisions, and the play's message about collective responsibility.</p>	<p>HT2: A Christmas Carol Pupils commence their study of A Christmas Carol, engaging in a cold read and targeted analysis tasks, SO THAT they can establish their initial understanding of the novella's plot, themes of social injustice, and the transformative power of empathy. This will provide a solid foundation for their exploration of Dickens' critique of Victorian society and the impact of personal redemption.</p>	<p>HT1: Introduction to Non-Fiction Pupils engage with a range of non-fiction articles SO THAT they can develop their ability to analyse and evaluate different writing styles, purposes, and techniques. By exploring various texts, they will improve their critical thinking skills, enhance their understanding of how writers use language to persuade, inform, and engage, and gain the necessary tools to approach non-fiction writing with greater clarity and insight.</p>	<p>HT2: Transactional Writing Pupils engage in a range compulsory transactional writing tasks to persuade, SO THAT they can practice and refine their ability to write in a purposeful and persuasive manner for different contexts and audiences. This will develop their skills in structuring coherent arguments, utilizing persuasive techniques, and adapting their writing style to suit specific purposes, preparing them for effective communication in various real-life situations.</p>	<p>HT1: Unseen Poetry Pupils engage in the analysis and interpretation of unseen poems, focusing on developing key analytical skills and techniques. Through exposure to a variety of unfamiliar poems, SO THAT they can practice close reading, identify poetic devices, and analyse the thematic and stylistic choices made by poets. This will equip them with the foundational skills necessary to approach unseen poetry with confidence and insight.</p>	<p>HT2: An Inspector Calls & A Christmas Carol Pupils consolidate their knowledge of AIC and ACC, revisiting key themes and exploring the play's deeper layers of meaning, SO THAT they can critically analyse Priestley and Dickens' social commentary, consider different interpretations, and evaluate the play's relevance to contemporary society. This will equip them to engage in sophisticated analysis, draw connections to real-world issues, and construct well-supported arguments in their exam responses.</p>	<p>HT1: Component 2 Mock Preparation and Reflection Pupils continue to consolidate their understanding of non-fiction reading and writing skills, and reflect on their mock examinations SO THAT they can develop their analytical abilities and effectively communicate information and ideas, based on findings from the mock examination.</p>	<p>HT2: Creative Prose Pupils engage in creative writing tasks centered around a humorous narrative, SO THAT they can unleash their imagination, develop their storytelling abilities, and apply their understanding of narrative techniques. This will foster their creativity, refine their expressive writing skills, and encourage them to communicate effectively through engaging and original compositions.</p>
<p>HT3: Poetry Anthology [Eduqas] Pupils begin their exploration of the Poetry Anthology, studying a selection of poems centred around themes of war and love (through close reading and analysis tasks), SO THAT they can develop an initial understanding of the diverse poetic forms, techniques, and thematic explorations within the anthology. This will provide a solid foundation for their engagement with the emotional, social, and cultural contexts represented in poetry.</p>	<p>HT4: Macbeth Pupils study Shakespeare's Macbeth for the first time, engaging in a cold read and focused analysis tasks, SO THAT they can develop their initial understanding of the play's plot, characters, and themes. This will lay the foundation for their exploration of the complexities of ambition, power, and moral decision-making in Macbeth.</p>	<p>HT3: Non-Fiction Reading Pupils develop their understanding of high-quality non-fiction writing from the 19th and 21st centuries through the analysis of two extracts, SO THAT they can critically evaluate and interpret complex texts from different historical periods. This will enhance their analytical skills, deepen their comprehension of non-fiction writing styles, and enable them to identify and compare the literary techniques and ideas presented in texts.</p>	<p>HT4: Transactional Writing Pupils engage in a range of compulsory transactional writing tasks to inform, SO THAT they can practice and refine their ability to write in a purposeful and persuasive manner for different contexts and audiences. This will develop their skills in structuring coherent arguments, utilizing persuasive techniques, and adapting their writing style to suit specific purposes, preparing them for effective communication in various real-life situations.</p>	<p>HT3: Unseen Poetry & Mock Reflection Pupils continue their study of unseen poetry, focussing on a range of exemplar poems, before working on a range of reflection tasks following mock examinations SO THAT they can refine their analytical abilities, consolidate their understanding of poetic techniques, and reflect on their performance. This will enable the identification of areas for development.</p>	<p>HT4: Poetry Anthology [Eduqas] Pupils deepen their knowledge and critical analysis of the Poetry Anthology, revisiting key themes and engaging in more sophisticated interpretations of the selected poems. They consolidate their understanding of poetic devices, the impact of language, and the cultural perspectives presented in the anthology SO THAT they can confidently analyse, compare, and evaluate techniques and the poets' perspectives in their exam responses. This will enable them to engage in insightful analysis and demonstrate a deeper appreciation.</p>	<p>HT3: Fiction Reading Pupils develop their understanding of literature from the 20th century through the analysis of a prose extract, SO THAT they can critically engage with complex texts and demonstrate their comprehension through a range of structured questions. This will enhance their reading skills, broaden their literary knowledge, and enable them to appreciate the stylistic choices and thematic depth of 20th-century literature.</p>	<p>HT4: Creative Prose Pupils engage in creative writing tasks centered around a tense narrative, SO THAT they can unleash their imagination, develop their storytelling abilities, and apply their understanding of narrative techniques. This will foster their creativity, refine their expressive writing skills, and encourage them to communicate effectively through engaging and original compositions.</p>
<p>HT5: Macbeth Pupils study Shakespeare's Macbeth for the first time, engaging in a cold read and focused analysis tasks, SO THAT they can develop their initial understanding of the play's plot, characters, and themes. This will lay the foundation for their exploration of the complexities of ambition, power, and moral decision-making in Macbeth.</p>	<p>HT6: Poetry Anthology [Eduqas] Pupils continue their exploration of the Poetry Anthology, studying a selection of poems centred around themes of nature, people and power (through close reading and analysis tasks), SO THAT they can develop an initial understanding of the diverse poetic forms, techniques, and thematic explorations within the anthology. This will provide a solid foundation for their engagement with the emotional, social, and cultural contexts represented in poetry.</p>	<p>HT5: Non-Fiction Reading Pupils develop their understanding of high-quality non-fiction writing from the 19th and 21st centuries through the analysis of two extracts, SO THAT they can critically evaluate and interpret complex texts from different historical periods. This will enhance their analytical skills, deepen their comprehension of non-fiction writing styles, and enable them to identify and compare the literary techniques and ideas presented in texts.</p>	<p>HT6: Component Two Revision Pupils consolidate their understanding of non-fiction reading and writing skills, SO THAT they can develop their analytical abilities and effectively communicate information and ideas. During their writing pieces, a speech will be planned and written to support the delivery of their Spoken Language Component during this half-term.</p>	<p>HT5: Macbeth & Mock Reflection Pupils consolidate their understanding of Macbeth, revisiting key themes and analysing the play in depth, along with mock reflection SO THAT they can develop a nuanced interpretation of the characters' motivations, the consequences of unchecked ambition, and the moral dilemmas presented in the play. This will enable them to engage with critical analysis, make connections to broader societal issues, and effectively articulate their interpretations in exam-style responses.</p>	<p>HT6: Bespoke Component One and Two Revision Pupils consolidate their understanding of the Literature examinations, SO THAT they can demonstrate their comprehensive knowledge of literary works, analyse texts effectively and develop critical thinking skills, thereby achieving academic success and fostering a deep appreciation of literature.</p>	<p>HT5: Bespoke Component Two Revision Pupils consolidate their understanding of non-fiction reading and writing skills, SO THAT they can develop their analytical abilities and effectively communicate information and ideas.</p>	<p>HT6: Bespoke Component One Revision Pupils consolidate their understanding of fiction reading and creative writing skills, SO THAT they can cultivate their imagination, empathy, and linguistic proficiency, allowing them to engage with diverse perspectives, explore new worlds, and express themselves creatively.</p>

Notes

KS4 English is an integrated course delivered during Years 10 & 11, covering both Literature (unshaded boxes) and Language (shaded boxes).