English Curriculum Long Term Plan

		Half Term 1	Half Term 2	Half Term 3	Half Term 4	Half Term 5	Half Term 6
Year 7	Big Idea	**Magic of Writing** How can we use our words to create evocative descriptions?	**Oliver Twist by Charles Dickens** How does Dickens highlight the treatment of the poor in Victorian Britain?	**Poetry** How do writers use symbolism and voice in poetry?	**Rhetoric** Can words really change the world?	**The Bone Sparrow by Zana Fraillon** How does Fraillon highlight the adversity faced by refugees?	
	Key knowledge and skills	• Reading extracts and understanding how the writer is implementing descriptive writing skills. • Identify techniques used to take inspiration from the writing. • How to create sensory imagery. • How to vary sentence structures for different effects • How to use vocabulary for effect. • How to use effective devices such similes, metaphors, personification	• Historical context and background of Victorian London • Character development and how to write about this • Inference • How a writer communicates and analysing their choices • Structuring analytical paragraphs • Summarising • Debating	• How to read and interpret poetry and its meaning • Form and structure and how to examine it in a poem • Identifying and examining the effects of language (word) choices and other methods writers use • Understanding symbolism and symbols common in literature. • How to identify and engage with poetic voices that are different	• Reading famous speeches and responding to them • Explore how these speeches impact the world and how their own voice can do the same • Different methods to construct a persuasive speech, such as rhetorical questions, repetition, emotive language and direct address • Constructing sentences paragraphs accurately and effectively • Speaking and addressing an audience formally, using language to persuade and engage	• Context around immigration and refugees • How characters develop through a text and how the writer shows this • Inference • Close textual analysis • Write creatively using the novel as inspiration • Write in different non-fiction forms using the novel as inspiration • How structure an argument based on opinions of character and plot • How to present these arguments through formal, structured discussions and debates	

				to the writer's own. • Use symbolism and poetic voice to inspire a range of creative writing. • Reading out loud with volume and clarity		
	End Point	Pupils will create a descriptive piece of writing to showcase how to use the writing skills they have practised.	Pupils will write an analysis of a character to show their inference and analytical skills.	Pupils will write an analysis of a poem.	Pupils will write a persuasive speech about a specific issue in society using rhetoric.	Pupils will write an analysis of a theme and character in the novel to showcase their inference and analytical skills.
Year 8	Big Idea	**The Tempest by William Shakespeare** What makes people commit monstrous acts?	**The Struggle for Survival** How can we use different writing techniques to establish a particular setting?	**Face by Benjamin Zephaniah** What makes people prejudiced?	**Women and The Power of Words** How have women shaped the world around them?	**Animal Farm** What makes a moral leader?
	Key Knowledge and skills	• Colonialism and its impact • How power is used and misused • Corruption • How to structure analytical paragraphs • How characters and themes are developed and presented in a text • Performing play scripts effectively using tone and intonation effectively	• Writing structure of 'Drop, Shift, Zoom' • Creating tone • Using pace in writing • Using vocabulary and literary devices for effect	• What makes an identity • Themes of prejudice, peer pressure and appearance vs reality • How themes are portrayed throughout a text • Analysis of characters, setting and plot	• Female identity, strength and resistance • Gender expectations • History of feminism • Power and control • Writing for different audiences and purposes • Writing using different forms • Constructing structured arguments	• The impact of communism in Russia The corruption of power • What equality and equity mean • What it means to be a leader • Structuring and writing analytical paragraphs • Analysis of characters, themes and plot • Formal discussions

			• Writing accurately • Formal discussions using Standard English	• Using voices to present characters through playscripts	• Presenting arguments effectively		
	End Point	Pupils will write an analysis of a character to show their inference and analytical skills.	Pupils will create a descriptive piece of writing to showcase how to use the writing skills they have practised.	Pupils will write an analysis of a character to show their inference and analytical skills.	Pupils will prepare and present on an inspirational woman of their choice.	Pupils will write an analysis of the text, covering characters and considering why the farm fails.	
Year 9	Big Idea	**To Kill a Mockingbird** How does Harper Lee present social injustice through the perspective of a child narrator?		**Gothic Fiction** How does the Gothic mirror our own fears and anxieties?	**Romeo and Juliet by William Shakespeare** How do expectations of masculinity influence characters' decisions and lead to conflict?	**Rhetoric – Non-Fiction Writing** How can understanding rhetoric help us become better communicators and thinkers?	**Poetry and Crossing the Line by Tia Fisher** What can happen when a young person feels unsafe, unheard, and pressured to grow up too fast?

	Key Knowledge and skills	• Knowledge of race and segregation in the American South. • Persuasive writing linked to speeches. • Authorial intent and analysis of language. • Reading comprehension. • Creative and descriptive writing.	• Knowledge of the Gothic genre • Gothic settings, characters and themes • Victorian historical context • How Gothic fiction reflects fears and anxieties of the time • Creating a narrative • Effective description writing • Writing accurately and fluently at length • Using Standard English confidently in discussion and debates	• Context of Shakespeare and Elizabethan England • Expectations of genders in society • Themes of violence, honour and reputation and how these link to context • Impact of toxic masculinity • Analysis of characters and themes • Performing scenes using roles, intonation, tone and volume	• What is meant by rhetoric • How rhetoric is used in the media and why it is important • Effective advertising • Understand what makes a powerful speech by studying famous, historical speeches • Different forms of communicatio n and using rhetoric effectively • Formulating structured and detailed arguments • Articulating these verbally	• Themes of grief, bullying and peer pressure • Explore the effects of these • Analyse how these are presented in the text • County lines and exploitation • How to overcome struggles and the importance of seeking help • Writing in different styles for specific purposes – fiction and non-fiction • Using Standard English confidently in discussion and debates
	End Point	Pupils will analyse the change in a major character over the course of the novel.	Pupils will write the opening of a gothic story.	Pupils will write an analysis of a key theme in the text.	Pupils will produce a piece of persuasive writing using effective rhetorical devices.	Pupils will write an analysis of a key character/theme in the text.

Year 10	Big Idea	**GCSE English Language Paper 1 (AQA)** How do writers construct meaning through language and structure?	**A Christmas Carol by Charles Dickens** How does Dickens use the character of Scrooge to highlight the need for change?	**GCSE English Language Paper 2 (AQA)** How do writers communicate ideas and perspectives in non-fiction writing?	**Macbeth by William Shakespeare** How does the corruption of power impact everyone around it?	**An Inspector Calls by J.B. Priestley** How does Priestley convey ideas about social responsibility in his play?	**Power and Conflict Poetry Anthology** How are ideas about power and conflict presented through poetry?
	Key Knowledge and skills	• Apply knowledge of language analysis to explore how writers create mood, character and setting through techniques • Analyse how writers structure texts • Track how characters and themes are introduced and developed • Evaluate the writer's purpose and effects using evidence • Use subject terminology • Understand how narrative voice and viewpoint influence reader interpretation • Apply the above to their own writing. • Create effective descriptions in our own writing	• Understanding of how Scrooge is presented and how his character develops/changes • Use understanding of themes (e.g., redemption, social responsibility, poverty) to explain Dickens' message. • Identify and comment on Dickens' use of language, structure, and form (e.g., simile,	• Apply knowledge of language analysis to explore how writers express opinions, persuade, inform or argue • Analyse tone and viewpoint • Compare writer attitudes and perspectives in two linked texts from different time periods. • Develop skills in inference and evidence gathering • Consider the effect of context and audience on how a writer presents their ideas.	• Apply knowledge of characterisation to explore Macbeth's transformation • Analyse Lady Macbeth's language and behaviour • Explore how Shakespeare uses soliloquies • Examine the role of the supernatural fate. • Apply understanding of themes • Comment on symbolism • Understand how Shakespeare structures the tragedy • Explore how Shakespeare presents conflict • Use knowledge of Shakespearean context	• Apply knowledge of characterisation to explore how Priestley presents ideas through Mr Birling, Sheila, the Inspector, and other characters • Analyse how themes (e.g. responsibility, class, gender, generational conflict) are developed through structure and dialogue. • Use subject terminology to explore how language and stagecraft reflect power,	• Apply knowledge of poetic form and structure • Analyse how language choices reflect ideas about power, conflict, control, or suffering. • Identify and explore key themes across the anthology • Track how poets present emotional and psychological conflict, • Explore how poets use imagery and symbolism • Examine how tone and voice reflect

			repetition, symbolism). • Explore how context influences character and theme.	• Draw inspiration from studied texts to imitate successful viewpoint writing techniques. • Use effective writing and rhetorical devices to write across different forms, presenting a point of view.		guilt, and morality. • Apply understanding of dramatic tension and foreshadowing to comment on how Priestley keeps the audience engaged • Use historical and contextual knowledge to explore Priestley's key message	attitudes to power or conflict • Context to interpret meaning • Develop skills in comparing poems
	End Point	Pupils will sit a GCSE English Language Paper 1 practice exam.	Pupils will complete a practice exam question on the novel.	Pupils will sit a GCSE English Language Paper 2 practice exam.	Pupils will complete a practice exam question on the play.	Pupils will complete a practice exam question on the play.	Pupils will complete a practice exam question comparing two poems.
Year 11 – Language	Big Idea	**Component 2 – Non Fiction Reading** How do writers convey ideas about real life topics?	**Component 2 – Transactional Writing** How do people share a range of ideas through writing?	**Component 1 – Fiction Reading** How does the writer depict character and plot through language choices?	**Component 1 – Narrative Writing** How do writers use tension, language and accuracy to create an authentic and ambition teenage voice?		
	Key Knowledge and skills	• to understand the difference between 19th and 21st century opinions and views.	• to understand a range of transactional text types. • to understand	• to develop reading fluency and comprehension. • to understand how writers build	• to use an authentic teenage voice in narrative writing. • to create a character using show not tell and other metaphorical		

		• to understand the use of language and techniques to convey meaning and opinion. • to consider how writing is structured to build viewpoints. • to make comparisons between viewpoints	different purposes of writing including persuasive, entertainment and informative. • to write for different audiences. • to write accurately and ambitiously.	tension in a story. • to consider how characters are created through language choices. • to evaluate the intentions of characters in fiction.	techniques. • to use ambitious vocabulary. • to display written ambition and accuracy including spelling, punctuation and grammar.		
	End Point	Students will sit a full Eduqas Component 2 reading section.	Students will sit a Component 2 writing section.	Students will sit a full Eduqas Component 1 reading section.	Students will sit a Component 1 writing section.		
Year 11 – Literature	Big Idea	**A Christmas Carol** How does Scrooge's view of poverty and society change?	**An Inspector Calls** How does Inspector Goole insist on responsibility from a range of characters?	**Macbeth** How does ambition lead to the downfall of Macbeth and Lady Macbeth?	**Anthology and Unseen Poetry** How do poets share views and opinions through imagery?		
	Key Knowledge and skills	• to understand how Dickens uses structure and plot to create a moral novella. • to analyse key characters in the novella and how they impact on the	• to understand the plot and structure of the play. • to analyse the characters in	• to understand the plot and structure of the play. to analyse the characters in the play and how they add to the overall authorial	• to understand opinions and ideas poets want to convey. • to explore language, imagery and techniques and the impact of those on the reader.		

		overall message. • to explore how themes are built across the novella. • to evaluate how social commentary of the 19th Century is evident in the novella. • to be able to write critically about the text in an essay while analysing language and commenting on context.	the play and how they add to the overall authorial message. • to explore themes across the play. • to understand the social and historical context of the play to enhance plot, character and theme knowledge. • to be able to write critically about the text in an essay while analysing language.	message. • to explore themes across the play. • to understand the social and historical context of the play to enhance plot, character and theme knowledge. • to balance close extract analysis with whole text essay writing.	• to share personal views and reactions to poetry. • to understand the impact of social and historical context on poetry.		
	End Point	Completing a thematic piece of essay writing on poverty.	Completing a character based essay.	Separating extract analysis and essay writing into two responses.	Comparing two poems linked by theme.		