

ENGLISH - LONG TERM PLANS SHOWING WHAT EACH YEAR GROUP IS CURRENTLY DOING

(More detailed plans per year group showing the KS3 or KS4 journey are available if requested) These are 'live' documents

YEAR 7		HT1	HT2	HT3	HT4	HT5	HT6
ENGLISH	BIG IDEA READING	How does Dickens highlight the treatment of the poor in Victorian Britain? Oliver Twist: Pupils will know: Life, crime and punishment in Victorian London; Analysing plot and characters; Dickens use of language and dialect.		How does the corruption of power impact everyone around it? Macbeth: Pupils will know: Life in Elizabethan England/ Shakespeare's life/ Analysing language / themes / characters	Why does exploring different perspectives help us become more understanding? Diverse Voices Poetry: Pupils will know: Love, Death, Religion/ Spirituality, Nature, Beauty, Aging, Desire, Identity/ Self.	How can a character give us a window into a different world from our own? Welcome to Nowhere: Pupils will know: the Syrian Refugee crisis from the point of view of a family, in particular the narrator Omar. Themes of family, politics, protest, rights, disability, prejudice and resilience.	
	BIG IDEA WRITING	Writing content includes descriptive and narrative writing. Vocabulary focus every week; Spellings linked to texts studied. Writing in complete and full sentences; Using a variety of sentence types. Using punctuation effectively. Passive and Active voice. Revising and exploring parts of speech. Crafting effective					
	ASSESSMENT	What kind of character is Bill Sykes?		Writing Assessment	Performing a Speech	What kind of character is Omar?	
	WIDER CURRICULUM LINKS	Victorian era, poverty, ignorance, class divide, disease, hardship and adversity, high mortality rate. Children living in poverty. Mutual respect and tolerance. Developing and expressing personal views or values.		Shakespeare's Life Society in Jacobean times Power & Corruption Developing discussion skills with ABC Oracy	Cultural Development, Citizenship, Liberty, Respect & Tolerance, History, Geography.	Disability, Family, Loyalty, Syria, Friendship, Prejudice, War, Refugee/ Immigrant status	

YEAR 8		HT1	HT2	HT3	HT4	HT5	HT6
ENGLISH	BIG IDEA READING	Does seeing or observing hold more power? The Adventures of Sherlock Holmes: Pupils will know: Scientific developments in the Victorian Era; class and society; in Victorian England; the detective genre; duality.	How have women shaped the world around them? Women Who Changed the World Anthology: Pupils will know: Gender stereotypes & sexism; Equal access of women to justice; Balanced participation in decision-making.	What are the bonds that tie us together as a family and as a society? War Horse: A Play Pupils will know: love, loyalty, the human-animal bond, loss, grief, bravery, desire for revenge, the uselessness of war, survival and identity, universal suffering.	What makes people commit monstrous acts? The Tempest: Pupils will know: Revenge and Forgiveness, Man and the Monster, Nature versus Civilisation, Freedom and Confinement, Women in the Tempest, Alchemy.	What makes a moral leader? Animal Farm: Pupils will know: Allegory; Orwell’s life and times; The Russian Revolution; recurring imagery; irony and corruption.	
	BIG IDEA WRITING	Composing analytical paragraphs Discourse markers; linking paragraphs; complex sentences; correcting fragments; independent clauses Closed book analysis; composing a balanced argument; subordinate clauses; correcting a comma splice. Creative writing; extended metaphor; writing character, describing settings; Chekov’s Gun; horror, romance, adventure, fantasy and poetic justice					
	ASSESSMENT	What kind of character is Sherlock Holmes?	Writing Assessment	Performing a Script	Writing Assessment	How and why does the farm fail in Animal Farm?	
	WIDER CURRICULUM LINKS	Victorian era, scientific development, class and society. Introspective and observation, duality and dual nature.	Women’s status and roles across history, equality, bravery, sexism, rights.		Colonialism, nature vs nurture, the form of a comedy	Allegory, Orwell’s life and times; the Russian Revolution, irony and corruption. Use of ABC oracy and Formality scale to develop speaking and listening	

YEAR 9		HT1	HT2	HT3	HT4	HT5	HT6
ENGLISH	BIG IDEA READING	How does Bronte convey Jane as a strong, feminist character? Jane Eyre: Pupils will know: Life in Georgian/ Victorian England, Love, Family, and Independence, Social Class and Social Rules, Religion, Feeling vs. Judgment		Why do people get treated differently because of race and gender? Small Island: Pupils will know: Relationship between Jamaica and the UK in the second world war context, manners and civilisation, race and prejudice, redemption, displacement and belonging, marriage and roles.		How do societal attitudes and family pressures cause the tragedy? Romeo & Juliet The Power of Love, The Power of Hatred, Family and Obligation, Defying Authority, Violence and Death, The Folly of Youth, Destiny and Fate.	
	BIG IDEA WRITING	Noun phrases/ verbs/ adjectives/ semi-colons/ colons/ dashes Descriptive, Narrative and Discursive Writing Speech/ omission/ contractions Clauses/ phrases/ crafting/ punctuation					
	ASSESSMENT	How does Brontë presents Jane’s childhood experiences?		Which main character changes the most by the end of Small Island?		Presentation: Who is to blame for the deaths of Romeo & Juliet?	
	WIDER CURRICULUM LINKS	Victorian attitudes to children and childhood; rural isolation; Christianity; Victorian sickness; Moral codes and models of moral virtue. Recognising right and wrong and applying it. Understanding how communities and society’s function.		The Windrush; colonialism and multi-cultural Britain; Mutual respect and tolerance, developing personal values and beliefs, understanding how communities and society’s function, exploring, understanding and respecting diversity.		Renaissance views of marriage, love and relationships, gender roles in a patriarchal society, Religion and the Great Chain of Being, Fate and Tragedy, Hierarchy, Elizabethan life.	

YEAR 10		HT1	HT2	HT3	HT4	HT5	HT6
ENGLISH	BIG IDEA READING	How do writers construct meaning through language and structure? Language Paper 1 – exposure to fictions extracts/different styles of writing/ themes/ structure and maximum exposure varied topics.	Why does Dickens use the character of Scrooge to highlight the need for change? A Christmas Carol Pupils will know: the impact of poverty and generosity in Victorian Britain.	How do writers communicate ideas and perspective in non-fiction writing? Language Paper 2 – nonfiction extracts from 19th and 20th/ 21st century/ different styles of writing/ themes/ structure and maximum exposure varied topics.	How does Priestley convey his ideas on equality and social responsibility through the characters in the play? An Inspector Calls Pupils will know: the impact of the World Wars on society in the 1940's.	Revisiting Language Paper 1 and 2. Pupils will know: how a writer communicates and how to utilise these skills in their own writing.	Power & Conflict Poetry Anthology. Pupils will know: the impact of war and conflict on different people involved in different countries and cultures.
	ASSESSMENT	Language Paper 1 mock exam.	Literature Paper 1 mock exam.	Language Paper 2 mock exam.	Literature Paper 1 mock exam.	Mock exams.	Mock exams.
	ASSESSMENT INTENT	To measure outcome and tailor teaching to specific classes (and individual students) to meet their needs based on outcome and data.	Measure levels of comprehension and initial understanding of plot, characters and ability to analyse archaic language.	Measure progress and outcome – use as baseline for paper 2 knowledge and tailor further lessons to suit needs of classes.	Measure understanding of characters/ plot/ language. Replicate exam timings and expectations in Lit Paper 2.	To keep track of question marks for each student and to tailor future lessons to the areas for improvement.	Measure outcome and progress of all students and questions to track progress into year 11 and develop accurate predictions
	WIDER CURRICULUM LINKS	Understanding different perspectives and viewpoints through fiction. Learning about different cultures, countries and social issues. Writing creatively for different purposes.	Victorian era, poverty, ignorance, class, mobility, disease, hardship, adversity, the threat of time, family, greed, generosity, forgiveness, Christmas, tradition, social dissatisfaction, poor laws.	Understanding different perspectives and viewpoints through non-fiction. Learning about different cultures, countries and social issues. Writing clearly for different purposes.	SMSC – discussions of family, betrayal, love, romance, rejection, community, parental pressure. Use ABC Oracy to structure discussions.	Topical extracts leading to various discussions relevant to text and answers. Use ABC Oracy to structure discussions and inform arguments. Developing vocabulary and writing with PoL strategies.	Contextual discussions around conflict issues referenced in the poetry: power of nature, powerful people, abuse of power, war, pride and glory, heroism, memories, Identity, effect of conflict,

YEAR 11		HT1	HT2	HT3	HT4	HT5	HT6
ENGLISH	BIG IDEA READING	Language Papers. Developing Language questions skills – begin to take away scaffolds. Romeo & Juliet Revision of the key themes: Love, Fate and Gender and key characters: Juliet, Romeo, Lord Capulet and the Friar. Exam practise.	Language Papers. Developing Language questions skills – begin to take away scaffolds. A Christmas Carol Revision of key themes: Poverty, Redemption, Supernatural and key characters: Scrooge, Bob, Fred and the Ghosts. Exam practise.	Lang and Lit Paper 1 Revision Prep Lang/structural analysis – evaluation of language – creative writing Revising key concepts and ideas from Lit texts – Paper 1.	Lang and Lit Paper 2 Revision Prep Comparison of texts. Paper 2 non – fiction writing. Revising key concepts and ideas from Lit texts – Paper 2.	GCSE prep	Study time
	ASSESSMENT	Mock questions.	Mock exams at the end of the half term	Mini mock exams throughout half term – 1 mock at the end	Mock exams interleaved with mini questions in-class mocks.	Practice questions each lesson	Study time
	ASSESSMENT INTENT	To assess progress and expose students to order of exam and what to expect in the Summer.	Measure outcome and progress levels in first mock. Data collection and tailoring lessons to suit class weaknesses and inform next steps teaching.	Continually measure progress and outcome for mini mock single questions.	Recap both Lit and Lang skills continuing to create a picture of performance in final exams.	To perfect understanding of each exam and the questions and skills required for each response. Use information to personalise teaching on a weekly basis.	Study time
	WIDER CURRICULUM LINKS	Renaissance views of marriage, love and relationships, gender roles in a patriarchal society, Religion and the Great Chain of Being, Fate and Tragedy, Hierarchy, Elizabethan life.	Victorian era, poverty, ignorance, class, mobility, disease, hardship, adversity, the threat of time, family, greed, generosity, forgiveness, Christmas, tradition, social dissatisfaction, poor laws.	Understanding different perspectives and viewpoints through non-fiction. Learning about different cultures, countries and social issues. Writing creatively for different purposes.	Understanding different perspectives and viewpoints through non-fiction. Learning about different cultures, countries and social issues. Writing clearly for different purposes.	Contextual discussions, clarification about exam bigger picture. Solidify understanding of expectations for each question.	Study time