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|  | **LONG TERM CURRICULUM PLAN : KS3 & KS4** | **Subject: ENGLISH** |

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| **Year** | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| **Year 7** | **Identity and Culture Explored Through Fiction**Key TextsNovel - Boy OverboardConcepts● Characterisation● Setting● Writers’ intentions● Politics across culturesSkills: Reading and Writing● Deduction and Inference● Creative/viewpoint writingCultural Development● Cultural Identity● Hopes and Aspirations ● Acceptance and Inclusion● Effects of conflict | **Identity and Culture Explored Through Poetry**Key TextsPoems From Other CulturesConcepts● Writers’ intentions● Literary techniques● Cultural history and traditionsSkills: Reading● Deduction and Inference● Offering critical interpretations ● Comparing viewpoints● Linking texts to cultural contextCultural Development● Consequences of Power● Cultural Identity● Acceptance and Inclusion● Challenging stereotypes | **Exploring Archetypes of Women in Literature**Key TextsMacbeth, Pride and Prejudice, Great Expectations, Of Mice and Men, etc.Concepts● Characterisation● Writers’ intentions● Literary techniquesSkills: Reading● Deduction and Inference● Offering critical interpretations● Comparing viewpoints● Linking texts to cultural contextCultural Development● Gender Identity● Acceptance and Inclusion● Impact of canonical literature● Literary history and traditions | **Constructing Characters: Heroes and Villains**Key TextsHunger Games, The Hobbit, Beowulf, etc.Concepts● Characterisation● Using literary techniques● Literary history and traditionsSkills: Writing● Imaginative characterisation● Vocabulary for effect● Sentence typesCultural Development● Hopes and Aspirations● Influence of modern media● Literary history and traditions | **Introduction to the Shakespearean Canon**Key TextsRomeo and JulietConcepts● Characterisation● Writers’ intentions● Literary/dramatic techniquesSkills: Reading● Deduction and Inference● Offering critical interpretations● Linking texts to cultural contextCultural Development● Gender Identity● Colonialism● Impact of canonical literature | **Performance Explored through Romeo and Juliet**Key TextsRomeo and JulietConcept● Characterisation● Writers’ intentions● Performance skillsSkills: Writing and drama● Imaginative characterisation● Oracy● Performance● Linking texts to cultural contextCultural Development● Hopes and Aspirations● Challenging stereotypes● Impact of canonical literature |
| **By the end of Y7, a pupil in English will have**:● Explored significant canonical works in a range of genres including poetry, fiction, and Shakespeare.● Learned about writers’ methods and identified them within a range of genres.● Offered critical interpretations about how and why writers use literary and structural methods to achieve effects.● Mapped connections between works of fiction and the times when they were produced, using selected secondary sources and non-fiction to provide contextual understanding.● Developed oracy skills and confidence through drama.● Continued to develop their love of creative and viewpoint writing. |

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| **Year** | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| **Year 8** | **Effects of Conflict Explored Through Drama**Key TextsPlay - Journey’s EndConcepts● Characterisation● Setting and tension● Writers’ intentions● Literary/dramatic techniquesSkills: Reading and Writing● Deduction, Inference and Evaluation● Linking texts to cultural context● Offering critical interpretations● Creative/viewpoint writingCultural Development● Consequences of Power● Effects of conflict● Social classes● Development of British society | **Effects of Conflict Explored Through Poetry**Key TextsPoems by Wilfred Owen, Jessie Pope, Siegfried Sassoon, etc.Concepts● Literary history and traditions● Writers’ intentions● Literary techniquesSkills: Reading● Deduction, Inference and Evaluation● Linking texts to cultural context● Comparing viewpoints● Offering critical interpretationsCultural Development● Consequences of Power● Effects of conflict● Influence of propaganda/modern media● Social classes● Development of British society● Impact of canonical literature | **Creating Dystopian Worlds**Key TextsHandmaid’s Tale, 1984, The Road, non-fiction texts, e.g. newspapersConcepts● Setting and tension● Writers’ intentions● Literary techniquesSkills: Reading and Writing● Deduction, Inference and Evaluation● Offering critical interpretations● Comparing viewpoints● Linking texts to cultural context● Creative/viewpoint writingCultural Development● Consequences of Power● Hopes and aspirations● Cultural identity● Effects of conflict● Impact of canonical literature | **Exploring Dystopian Worlds through Fiction**Key TextsMaggot Moon/Hunger GamesConcepts● Setting and tension● Character● Writers’ intentions● Literary techniquesSkills: Reading● Deduction, Inference and Evaluation● Offering critical interpretations● Comparing viewpoints● Linking texts to cultural contextCultural Development● Consequences of Power● Hopes and aspirations● Cultural identity● Effects of conflict | **Exploring Shakespeare’s Heroes and Villains**Key TextsHamlet, Othello, Merchant of Venice, King LearConcepts● Characterisation● Writers’ intentions● Literary/dramatic techniquesSkills: Reading● Deduction and Inference● Offering critical interpretations● Linking texts to cultural context● Comparing viewpointsCultural Development● Consequences of Power● Impact of canonical literature● Cultural identity● Gender identity | **Exploring Gothic conventions in Literature**Key TextsJekyll and Hyde, Frankenstein, Woman in Black, DraculaConcept● Characterisation● Setting and tension● Writers’ intentions● Literary/dramatic techniquesSkills: Reading and Writing● Deduction and Inference● Offering critical interpretations● Linking texts to cultural context● Comparing viewpoints● Creative WritingCultural Development● Gender Identity Colonialism● Impact of canonical literature● Development of British society |
| **By the end of Y8, a pupil in English will have:**● Explored significant canonical works in a range of genres including poetry, drama, fiction, and Shakespeare● Identified writers’ literary and structural techniques within a range of genres.● Offered critical interpretations in essay form about how and why writers use literary and structural methods to achieve effects.● Mapped connections between works of fiction and the times when they were produced, using selected secondary sources and non-fiction to provide contextual understanding.● Developed oracy skills and confidence through drama.● Continued to develop their love of creative and viewpoint writing. |

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| **Year** | **Autumn** | **Spring** | **Summer** |
| **Year 9** | **Exploring Victorian society and the challenges of Capitalism and Social Justice**Key TextsNovel - A Christmas CarolConcepts● Characterisation● Setting and tension● Writers’ intentions● Literary techniquesSkills: Reading and Writing● Deduction, Inference and Evaluation● Linking texts to cultural context● Offering critical interpretations● Creative/viewpoint writingCultural Development● Consequences of Capitalism● Role of supernatural in Victorian society● Effects of social class● Isolation vs. The Family● Social justice● Impact of canonical literature | **Exploring Social Justice Through Drama**Key TextsPlay - An Inspector CallsConcepts● Characterisation● Setting and tension● Writers’ intentions● Literary/dramatic techniquesSkills: Reading● Deduction, Inference and Evaluation ● Linking texts to cultural context● Offering critical interpretations● Creative/viewpoint writingCultural Development● Consequences of Power● Effects of conflict● Social classes● Development of British society● Gender identity● Impact of canonical literature | **Exploring Kingship, Ambition and the Tragic Hero Through Drama**Key TextsPlay - MacbethConcepts● Characterisation● Setting and tension● Writers’ intentions● Literary/dramatic techniquesSkills: Reading● Deduction, Inference and Evaluation ● Linking texts to cultural context● Offering critical interpretations● Creative/viewpoint writingCultural Development● Consequences of Power and Ambition● The Tragic Hero narrative● The Supernatural● Links to Jacobean society● The importance of Gender● Impact of canonical literature |
| **By the end of Y9, a pupil in English will have:**● Explored three significant canonical works in detail.● Learned about new writers’ methods and be able to identify and analyse these within great works of fiction.● Written in depth on a regular basis about the way writers communicate meaning to their audiences.● Mapped connections between works of fiction and the times when they were produced, using selected secondary sources and non-fiction to provide contextual understanding.● Continued to develop their love of creative and viewpoint writing. |

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| **Year** |  |  |  |  |
| **Year 10** | **Exploring Love & Relationships through a canon of poetic works from the 18th-21st Centuries**Key TextsAQA Anthology - Love & Relationships ClusterConcepts● Voice/Perspective● Setting and tension● Writers’ intentions● Literary techniquesSkills: Reading and Writing● Deduction, Inference and Evaluation● Linking texts to cultural context● Offering critical interpretations● Comparison● Creative/viewpoint writingCultural Development● Consequences of Love● Different types of Love● Gender roles within poetry● Development of British society● Impact of canonical literature | **Developing Critical Responses to a range of pre-20th Century Literature**Key TextsMacbeth and A Christmas CarolConcepts● Characterisation● Setting and tension● Writers’ intentions● Literary/dramatic techniquesSkills: Reading and Writing● Deduction, Inference and Evaluation ● Linking texts to cultural context● Offering critical interpretations● Creative/viewpoint writing | **Developing Critical Responses to a range of Literature**Key TextsAn Inspector Calls and Poetry AnthologyConcepts● Characterisation● Setting and tension● Writers’ intentions● Literary/dramatic techniquesSkills: Reading and Writing● Deduction, Inference and Evaluation ● Linking texts to cultural context● Offering critical interpretations Comparison● Creative/viewpoint writing | **Exploring approaches to Unseen Fiction through a canon of prose**Key TextsSelection of fiction extracts from the thriller/crime genre.Concepts● Voice/Perspective● Setting and tension● Writers’ intentions● Literary techniquesSkills: Reading and Writing● Deduction, Inference and Evaluation ● Offering critical interpretations● Exploration of language and structure● Creative/viewpoint writingCultural Development● Awareness of the crime genre● Exploration of contemporary/traditional attitudes to crime and gender |
| **By the end of Y10, a pupil in English will have:**● Explored a range of challenging poetry in detail, exploring key concepts in depth and applied their understanding of writers’ methods to these.● Learned how to write effective, critical comparisons between different poems on a variety of themes.● Studied a contemporary canonical work in detail.● Revisited and deepened their understanding of the key literary works from Year 9, exploring thematics and wider critical reception.● Enjoyed reading a curated range of crime fiction for pleasure and then begun to explore these as unseen fiction texts.● Written extensively and in timed conditions to ensure optimal performance in exams.● Continued to develop their love of creative and viewpoint writing. |

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| **Year** |  |  |  |
| **Year 11** | **Exploring approaches to Unseen Fiction and Creative Writing through a canon of Prose**Key TextsSelection of fiction extracts from varied genres, according to exam board materialsConcepts● Voice/Perspective● Setting and tension● Writers’ intentions● Literary techniquesSkills: Reading and Writing● Deduction, Inference and Evaluation● Offering critical interpretations● Creative writingCultural Development● Awareness of a broad range of fictional genres and associated context | **Exploring approaches to Unseen Nonfiction, Literary Nonfiction & Viewpoint Writing**Key TextsSelection of non-fiction extracts from varied genres, according to exam board materials. Must include 19thC and contemporary extracts.Concepts● Voice/Perspective● Communication of viewpoint● Writers’ intentions● Writers’ methodsSkills: Reading and Writing● Deduction, Inference and Evaluation ● Offering critical interpretations● Exploration of language● Comparison of ideas and perspectives● Viewpoint writingCultural Development● Awareness of a broad range of non-fiction genres and forms and associated context | **Developing Critical Responses to a range of Unseen fiction and nonfiction, closing skills deficits and improving confidence in effective writing**Key TextsRange of fiction and nonfiction from a variety of genres and periods.Concepts● Characterisation● Setting and tension● Writers’ intentions● Literary/dramatic techniquesSkills: Reading and Writing● Deduction, Inference and Evaluation ● Linking texts to cultural context● Offering critical interpretations● Creative/viewpoint writing● Pupils follow a personalised regime of study to close skills and knowledge deficits based on data collected from PPE performance.Cultural Development● Consequences of Power and Ambition● The Tragic Hero narrative● The Supernatural● Links to Jacobean society● The importance of Gender● Impact of canonical literature |
| **By the end of Y11, a pupil in English will have:**● Explored an extensive range of unseen fiction, ‘the best that has been thought and said’.● Applied their knowledge of writer’s methods to explore use of language critically.● Developed a comprehensive understanding of specific structural methods that are applied to unseen fiction and be able to write about these confidently.● Have developed a confident and coherent approach to creative writing, producing effective pieces of fiction on a regular basis.● Continued to develop their love of creative and viewpoint writing. |

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