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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 Texts  Novel - Boy Overboard  Concepts  ● Characterisation  ● Setting  ● Writers’ intentions  ● Politics across cultures  Skills: Reading and Writing  ● Deduction and Inference  ● Creative/viewpoint writing  Cultural Development  ● Cultural Identity  ● Hopes and Aspirations  ● Acceptance and Inclusion  ● Effects of conflict | **Identity and Culture Explored Through Poetry**  Key Texts  Poems From Other Cultures  Concepts  ● Writers’ intentions  ● Literary techniques  ● Cultural history and traditions  Skills: Reading  ● Deduction and Inference  ● Offering critical interpretations  ● Comparing viewpoints  ● Linking texts to cultural context  Cultural Development  ● Consequences of Power  ● Cultural Identity  ● Acceptance and Inclusion  ● Challenging stereotypes | **Exploring Archetypes of Women in Literature**  Key Texts  Macbeth, Pride and Prejudice, Great Expectations, Of Mice and Men, etc.  Concepts  ● Characterisation  ● Writers’ intentions  ● Literary techniques  Skills: Reading  ● Deduction and Inference  ● Offering critical interpretations  ● Comparing viewpoints  ● Linking texts to cultural context  Cultural Development  ● Gender Identity  ● Acceptance and Inclusion  ● Impact of canonical literature  ● Literary history and traditions | **Constructing Characters: Heroes and Villains**  Key Texts  Hunger Games, The Hobbit, Beowulf, etc.  Concepts  ● Characterisation  ● Using literary techniques  ● Literary history and traditions  Skills: Writing  ● Imaginative characterisation  ● Vocabulary for effect  ● Sentence types  Cultural Development  ● Hopes and Aspirations  ● Influence of modern media  ● Literary history and traditions | **Introduction to the Shakespearean Canon**  Key Texts  Romeo and Juliet  Concepts  ● Characterisation  ● Writers’ intentions  ● Literary/dramatic techniques  Skills: Reading  ● Deduction and Inference  ● Offering critical interpretations  ● Linking texts to cultural context  Cultural Development  ● Gender Identity  ● Colonialism  ● Impact of canonical literature | **Performance Explored through Romeo and Juliet**  Key Texts  Romeo and Juliet  Concept  ● Characterisation  ● Writers’ intentions  ● Performance skills  Skills: Writing and drama  ● Imaginative characterisation  ● Oracy  ● Performance  ● Linking texts to cultural context  Cultural 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 Texts  Play - Journey’s End  Concepts  ● Characterisation  ● Setting and tension  ● Writers’ intentions  ● Literary/dramatic techniques  Skills: Reading and Writing  ● Deduction, Inference and Evaluation  ● Linking texts to cultural context  ● Offering critical interpretations  ● Creative/viewpoint writing  Cultural Development  ● Consequences of Power  ● Effects of conflict  ● Social classes  ● Development of British society | **Effects of Conflict Explored Through Poetry**  Key Texts  Poems by Wilfred Owen, Jessie Pope, Siegfried Sassoon, etc.  Concepts  ● Literary history and traditions  ● Writers’ intentions  ● Literary techniques  Skills: Reading  ● Deduction, Inference and Evaluation  ● Linking texts to cultural context  ● Comparing viewpoints  ● Offering critical interpretations  Cultural 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 Texts  Handmaid’s Tale, 1984, The Road, non-fiction texts, e.g. newspapers  Concepts  ● Setting and tension  ● Writers’ intentions  ● Literary techniques  Skills: Reading and Writing  ● Deduction, Inference and Evaluation  ● Offering critical interpretations  ● Comparing viewpoints  ● Linking texts to cultural context  ● Creative/viewpoint writing  Cultural Development  ● Consequences of Power  ● Hopes and aspirations  ● Cultural identity  ● Effects of conflict  ● Impact of canonical literature | **Exploring Dystopian Worlds through Fiction**  Key Texts  Maggot Moon/Hunger Games  Concepts  ● Setting and tension  ● Character  ● Writers’ intentions  ● Literary techniques  Skills: Reading  ● Deduction, Inference and Evaluation  ● Offering critical interpretations  ● Comparing viewpoints  ● Linking texts to cultural context  Cultural Development  ● Consequences of Power  ● Hopes and aspirations  ● Cultural identity  ● Effects of conflict | **Exploring Shakespeare’s Heroes and Villains**  Key Texts  Hamlet, Othello, Merchant of Venice, King Lear  Concepts  ● Characterisation  ● Writers’ intentions  ● Literary/dramatic techniques  Skills: Reading  ● Deduction and Inference  ● Offering critical interpretations  ● Linking texts to cultural context  ● Comparing viewpoints  Cultural Development  ● Consequences of Power  ● Impact of canonical literature  ● Cultural identity  ● Gender identity | **Exploring Gothic conventions in Literature**  Key Texts  Jekyll and Hyde, Frankenstein, Woman in Black, Dracula  Concept  ● Characterisation  ● Setting and tension  ● Writers’ intentions  ● Literary/dramatic techniques  Skills: Reading and Writing  ● Deduction and Inference  ● Offering critical interpretations  ● Linking texts to cultural context  ● Comparing viewpoints  ● Creative Writing  Cultural 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 Texts  Novel - A Christmas Carol  Concepts  ● Characterisation  ● Setting and tension  ● Writers’ intentions  ● Literary techniques  Skills: Reading and Writing  ● Deduction, Inference and Evaluation  ● Linking texts to cultural context  ● Offering critical interpretations  ● Creative/viewpoint writing  Cultural 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 Texts  Play - An Inspector Calls  Concepts  ● Characterisation  ● Setting and tension  ● Writers’ intentions  ● Literary/dramatic techniques  Skills: Reading  ● Deduction, Inference and Evaluation  ● Linking texts to cultural context  ● Offering critical interpretations  ● Creative/viewpoint writing  Cultural 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 Texts  Play - Macbeth  Concepts  ● Characterisation  ● Setting and tension  ● Writers’ intentions  ● Literary/dramatic techniques  Skills: Reading  ● Deduction, Inference and Evaluation  ● Linking texts to cultural context  ● Offering critical interpretations  ● Creative/viewpoint writing  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 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 Texts  AQA Anthology - Love & Relationships Cluster  Concepts  ● Voice/Perspective  ● Setting and tension  ● Writers’ intentions  ● Literary techniques  Skills: Reading and Writing  ● Deduction, Inference and Evaluation  ● Linking texts to cultural context  ● Offering critical interpretations  ● Comparison  ● Creative/viewpoint writing  Cultural 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 Texts  Macbeth and A Christmas Carol  Concepts  ● Characterisation  ● Setting and tension  ● Writers’ intentions  ● Literary/dramatic techniques  Skills: 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 Texts  An Inspector Calls and Poetry Anthology  Concepts  ● Characterisation  ● Setting and tension  ● Writers’ intentions  ● Literary/dramatic techniques  Skills: 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 Texts  Selection of fiction extracts from the thriller/crime genre.  Concepts  ● Voice/Perspective  ● Setting and tension  ● Writers’ intentions  ● Literary techniques  Skills: Reading and Writing  ● Deduction, Inference and Evaluation  ● Offering critical interpretations  ● Exploration of language and structure  ● Creative/viewpoint writing  Cultural 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 Texts  Selection of fiction extracts from varied genres, according to exam board materials  Concepts  ● Voice/Perspective  ● Setting and tension  ● Writers’ intentions  ● Literary techniques  Skills: Reading and Writing  ● Deduction, Inference and Evaluation  ● Offering critical interpretations  ● Creative writing  Cultural Development  ● Awareness of a broad range of fictional genres and associated context | **Exploring approaches to Unseen Nonfiction, Literary Nonfiction & Viewpoint Writing**  Key Texts  Selection 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’ methods  Skills: Reading and Writing  ● Deduction, Inference and Evaluation  ● Offering critical interpretations  ● Exploration of language  ● Comparison of ideas and perspectives  ● Viewpoint writing  Cultural 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 Texts  Range of fiction and nonfiction from a variety of genres and periods.  Concepts  ● Characterisation  ● Setting and tension  ● Writers’ intentions  ● Literary/dramatic techniques  Skills: 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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