



## English Curriculum Learning Journey

Knowledge & Concepts increase students depth/ challenge and build on previous learning where topics are revisited throughout their learning journey

	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13
<b>Overview</b>	<p>This year is based around the big idea of:</p> <p><i>JOURNEYS</i></p> <p>In Year 7, we establish the traditional pillars of fiction: character, setting, genre, plot, and form. Pupils begin with a journey through the development of the English Language and the Literary canon. At the end the year they are ready to study a challenging classical text. Pupils revisit foundational KS2 skills to ensure they are secured, before mastering skills that enable them to add complexity and</p>	<p>This year is based around the big idea of:</p> <p><i>DIVERSITY</i></p> <p>Having established the pillars of fiction in Year 7, pupils explore context and how it influences the writer. Genre and form remain significant as students encounter detective fiction, poetry, short stories and Shakespeare's comedies. Pupils produce non-fiction writing, continuing to add complexity and sophistication to their own writing.</p>	<p>This year is built around the idea of:</p> <p><i>CHALLENGING IDEAS</i></p> <p>By the end of Year 8, pupils will have embraced their role as interrogative readers. In Year 9, pupils are equipped with the knowledge and skill to zoom in and out when examining texts, exploring how the smallest of details contribute to the greatest of meanings. The academic year is built on the concept of challenging ideas and debate forms an important part of giving students their voice.</p>	<p>GCSE course begins</p> <p>Having mastered a broad body of knowledge at KS3, students begin studying the texts for the GCSE English Literature. All three of the set texts depict a central struggle between morality and selfish ambition, and throughout the year students return to this theme. They will respond to extracts and write about how characters and themes develop across a whole text. Students will also begin to prepare explicitly for the English Language exam: they will distil and</p>	<p>GCSE course continues</p> <p>Students conclude the study of the set texts for English Literature and prepare for their exams by working through a repeated cycle of practice built around exemplars, independent practice, and feedback.</p>	<p>A Level 2-year linear course</p> <p>Students build on their KS4 knowledge to gain a wider understanding of the literary canon. Focus is on prior contextual knowledge as well as developing analytical and critical approaches.</p>	<p>By now, students are becoming independent critical readers, writers and thinkers – equipped to form and express opinions about the world. We encourage individual study, and an interest in and enjoyment of Literature.</p>



		nuance to their writing.			practise the individual skills that underpin the qualification through the study of a short stories so that they become confident in recognising and appreciating narrative structure.			
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Half Term 1	Topics	<b>History of the English Language</b>	<b>Modern Novel:</b> <i>Of Mice and Men</i>	<b>Gothic Literature</b>	<b>Macbeth</b> + <b>Power and Conflict Poetry</b>	<b>Language Paper 1</b> revision + <b>Power and Conflict Poetry</b> revision	<b>The Great Gatsby</b> (American Literature) <b>The Tempest</b> (Shakespeare)	<b>Coursework for Close Reading / Recreation and comparative</b>  <b>The World's Wife</b> + <b>Notes on a Scandal &amp; The History Boys</b> (Non-exam assessment)
	Knowledge	<b>Literature: AO1, AO2</b>  Exploration of famous British writers such as <b>Bronte, Shakespeare &amp; Dickens</b> Researching historical and social factors to inform contextual knowledge. Establishing the skill of retrieving information from extracts	<b>Literature: AO1, AO2, AO3</b>  Contextualising the text, applying knowledge of <b>1930s America</b> to analysing the text Building on the skills of summarising key scenes in the novella	<b>Language: AO2, AO3</b>  Using gothic extracts ( <b>Dracula, Frankenstein, Jane Eyre</b> ), focusing on language Q2 & 3 -Exploring the Gothic genre widely to build an understanding of <b>key conventions and terminology</b> associated with the genre – to be recalled when studying <b>Jekyll &amp; Hyde</b>	<b>Literature: AO1, 2, 3 &amp; 4</b>  Jacobean era; the supernatural and superstition; Divine Right; Great Chain of Being; hubris; hamartia; peripeteia; anagnorisis; ambition; lineage; Holinshed Chronicles  <b>Link to Prior Learning:</b> Revise and revisit the genre of the tragedy, the tragic hero, and the Jacobean era.	<b>Language: AO1, 2, 4, 5 &amp; 6</b>  Review and Recall structure of the paper and key skills being assessed Reading for understanding Language and structural features and how they are used for effect.	<b>Literature: AO1,2,3,4 &amp; 5</b>  Knowledge of the literary canon. Analytical and critical approaches. Cultural and contextual influences.  <b>Link to prior Learning:</b> contextual knowledge And ways writers shape meanings.	<b>Literature: AO1,2,3,4 &amp; 5</b>  Understanding how writers shape meanings. Different interpretations. Close reading strategies. Recreative writing techniques – how to emulate narrative styles.



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Half Term 2	Topics	<b>Modern Novel:</b> <i>Binti</i>	<b>Diverse Short Stories</b>	<i>The Woman in Black</i>	<i>Macbeth</i> + <b>Unseen Poetry</b>	<b>Language Paper 2</b> revision + <i>An Inspector Calls</i> revision	<i>The Great Gatsby</i> (American Literature) + <i>The Tempest</i> (Shakespeare)	<i>The Grapes of Wrath</i> (American Literature) & <i>The Duchess of Malfi</i> (Drama and Poetry pre-1900)
	Knowledge	<b>Literature: AO1, AO4</b>  <b>The science fiction genre.</b> Building a thematic awareness of texts and be able express this analytically. <b>Knowledge of ethnic diversity</b> and thoughts and feelings associated with this.	<b>Language: AO5, AO6, Q5</b>  <b>Themes and sub-plot from diverse texts.</b> Exposition to <b>diverse authors</b> and stories. Identifying language and structure within texts and exposing students to non-fiction and fiction writing.	<b>Literature: AO1, AO2, AO3</b>  Conventions of the <b>gothic genre</b> in preparation for Jekyll & Hyde. Development of Victorian Context and the supernatural. Development of analytical writing through	<b>Literature: AO1, 2, 3 &amp; 4</b>  <b>Jacobean era;</b> the supernatural and superstition; Divine Right; Great Chain of Being; hubris; hamartia; peripeteia; anagnorisis; ambition; lineage; Holinshed Chronicles  <b>Link to Prior Learning:</b> Revise and revisit the genre of the tragedy, the tragic hero, and the Jacobean era.  <b>Literature: AO1, and AO2</b> -Exploring a range of poems	Review and Recall structure of the paper and key skills being assessed Reading for understanding Language and structural features and how they are used for effect.	<b>Retention and recall</b> of the paper and key skills being assessed.  <b>Literature: AO1,2,3,4, &amp; 5</b>  <b>Comparative and contextual study</b> <b>The Great Gatsby</b> -analyse ways in which writers shape meanings -demonstrate understanding of the significance and influence of contexts -articulate informed, personal and creative responses.  <b>Retention and recall</b>	<b>Literature: AO1,2,3,4 and 5</b> <b>Comparative and contextual study</b> <b>Grapes of Wrath /Duchess of Malfi</b> <b>Review and Recall</b>  -Articulate -Context -Terminology -Interpretations -Connections  Students annotate texts and make thematic and contextual connections. Students begin preparation for exams.



					<p>-Exploring different forms of poetry</p> <p><b>-Link to Prior Learning:</b> Revise poetic devices and revisit how to compare the similarities and differences between two texts.</p>		<p>of the paper and key skills being assessed</p>	
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Half Term 3	Topics	<b>Poetry:</b> <i>The Evolution of English Poetry</i>	<b>Poetry:</b> <i>Poetry from Around the World</i>	<b>Shakespeare's Tragedies (Othello as main text) PT1</b> <i>Challenging Ideas</i>	<i>Jekyll and Hyde</i> + <b>English Language Paper 1</b>	<i>Jekyll and Hyde</i> revision + <b>English Language Paper 1</b> revision	<i>The History Boys</i> (Post-2000 literature) + <i>Christina Rossetti</i> (Drama and Poetry pre-1900)	<i>The Grapes of Wrath</i> (American Literature) + <i>The Duchess of Malfi/Christina Rossetti</i> (Drama and Poetry pre-1900)
	Knowledge	<b>Literature: AO1, AO2</b> Knowledge of <b>contemporary poetry by British authors</b> . Understanding what influenced and inspired these poets as well as writing their own poetry.	<b>Literature: AO1, AO2, AO3, AO4</b> -Studying a range of poems from different cultural backgrounds such as <b>Agard, Bhatti &amp; George the poet</b> -Exploring different styles of poetry (spoken word, rap) -Creation of individual presentations focusing on pupils' own cultural heritage	<b>Literature: AO1, AO2, AO3, AO4</b> -Introduction to <b>Shakespeare</b> , contextualising the play in <b>Elizabeth/Jacobean England</b> , focusing on attitudes race women & marriage -Close analysis of the play, using National Theatre production and abridged script to make detailed annotations -Key concepts of the revenge tragedy genre to be applied to study of Macbeth	<b>Literature: AO1, AO2, AO3</b> Studying a <b>gothic novella</b> in preparation for Jekyll & Hyde-transferability of key context and themes <b>-Development of Victorian Context and the supernatural.</b> Development of analytical writing through essays. <b>-Link to Prior Learning:</b> Revise the Gothic genre and key Gothic conventions and terminology associated with the Gothic genre (recalled from Year 9).	<b>Literature: AO1, AO2, AO3</b> Studying a <b>gothic novella</b> in preparation for Jekyll & Hyde-transferability of key context and themes <b>-Development of Victorian Context and the supernatural.</b> Development of analytical writing through essays. <b>-Link to Prior Learning:</b> Revise the Gothic genre and key Gothic conventions and terminology associated with the Gothic genre (recalled from Year 9).	<b>Literature: AO1, 2, 3, 4, &amp; 5</b>  Preparation for year 13. <b>The History Boys</b> A2 comparative close reading essay.  <b>Rosetti's poetry</b> drama and poetry module in comparison with <b>The Duchess of Malfi.</b>	<b>Literature: AO1, 2, 3, 4, &amp; 5</b>  <b>The Grapes of Wrath</b>  Contextualise the text, applying knowledge of <b>1930s America</b> to analysing the text  -Comparing it to <b>The Great Gatsby.</b>  <b>The Duchess of Malfi</b> is studied in conjunction with a <b>selection of poems by Christina Rossetti.</b>  <b>Retention and Recall:</b> Thematic links identified and critically analysed



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Half Term 4	Topics	<b>Non-fiction and Transactional Writing:</b> <i>Crossing Borders</i> (travel writing)	<b>Pre-19th Century Short Stories:</b> <i>The Red-Headed League</i>	<b>Shakespeare's Tragedies PT2</b> <i>Challenging Ideas</i> + <b>Speaking &amp; Listening</b>	<i>Jekyll and Hyde</i> + <b>English Language Paper 1</b>	<i>Macbeth</i> revision + <b>English Language Paper 2</b> revision	<i>Christina Rossetti</i> (Drama and Poetry pre-1900) + <i>The History Boys</i> (Post-2000 literature)	<i>The Grapes of Wrath/The Great Gatsby</i> (American Literature) + <i>The Tempest</i> (Shakespeare)
	Knowledge	<b>Language: AO5, AO6, Q3, Q4</b> -Knowledge of the different <b>conventions of non-fiction writing</b> (newspaper, blog, speech, article).	<b>Language: AO5, AO6, Q5</b> -Studying <b>The Redheaded League</b> and the <b>crime fiction genre</b> -Improving vocabulary acquisition in prep for studying <b>Jekyll &amp; Hyde</b> in GCSE -Approaches to retrieving more complex vocabulary -Building upon key contextual knowledge of this era	<b>Language: AO7, AO8</b> Developing knowledge of <b>Shakespeare's canon of literature.</b> Thematic examination of <b>Othello, Romeo &amp; Juliet, Hamlet.</b> -Developing understanding of <b>Jacobean context</b> in preparation for Macbeth.	<b>Literature: AO1, AO2, AO3</b> Studying a <b>gothic novella</b> in preparation for Jekyll & Hyde-transferability of key context and themes <b>-Development of Victorian Context and the supernatural.</b> Development of analytical writing through essays.  <b>-Link to Prior Learning:</b> Revise the Gothic genre and key Gothic conventions and terminology associated with the Gothic genre (recalled from Year 9).	<b>Literature: AO1, 2, 3 &amp; 4</b> Revision of analytical writing; the Jacobean era; the supernatural and superstition; Divine Right; Great Chain of Being; hubris; hamartia; peripeteia; anagnorisis; ambition; lineage; Holinshed Chronicles	<b>Literature: AO1, 2, 3, 4, &amp; 5</b> Exploration of contrasts, connections and comparisons between the texts.  Exploration of ways in which texts relate to each other and to literary traditions, movements and genres.  Understanding the significance of cultural and contextual influences on readers and writers.  Consideration of how attitudes and values are expressed in the texts.	<b>Literature: AO1, 2, 3, 4, &amp; 5</b> <b>The Tempest: Retention and Recall:</b> - Context - Plot - Themes - Writer's intent - Critics Exam style practice to cover as many extracts-key soliloquies, asides, dialogue that demonstrate key themes and relationships between key characters from the key texts.



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Half Term 5	Topics	<b>Dystopian Literature</b>	<b>The Power of Language</b> in Media & Technology	<b>Songs and Poetry: Power and Conflict</b>	<b>An Inspector Calls</b> + <b>English Language Paper 2</b>  <b>Literature: AO1, AO2, AO3, A04</b> Study of a <b>modern play.</b>	GCSE Exam Revision	<b>The Tempest</b> (Shakespeare) + <b>The Great Gatsby</b> (American Literature) + <b>Christina Rossetti</b> (Drama and Poetry pre-1900)	Exam Preparation
	Knowledge	Analysing a variety of extracts from <b>The Hunger Games &amp; The Lord of the Flies</b> to explore the features of the Dystopian genre, focusing on language and structure in line with Language Paper 1	Propaganda, bias and fake news. Different modes of communication and types of media publications. Features of argument and opinion writing.	Knowledge of <b>contemporary thematic poetry</b> related to the power & conflict themes. Including events such as the <b>Northern Irish troubles.</b> -Knowledge of songs as a <b>medium of poetry</b>	Deepen understanding of the effect of context on the creation and audience responses to literature. Develop knowledge of Edwardian society. Evaluate structural and dramatic techniques used in plays. Compare the similarities and differences between the presentations of characters.	N/A	Exploration of contrasts, connections and comparisons between the texts.  Exploration of ways in which texts relate to each other and to literary traditions, movements and genres.	Exam preparation <b>Literature: AO1, 2, 3, 4, &amp; 5</b>  <b>EXAM SKILLS and PREP</b>  Mini assessments throughout (formative and summative), using a selection of key extracts





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Half Term 6	Topics	<b>Cultural Conversations:</b> <i>The Odyssey</i>	<b>Shakespeare's Comedies</b> Drama/Plays:	<b>Songs and Poetry: Power and Conflict</b>	<b>An Inspector Calls + English Language Paper 2</b>	N/A	<b>Notes on a Scandal + The History Boys</b> (Non-exam assessment)	Exam preparation
	Knowledge	Epic poetry. Greek myth – characters and plots.  Key terms such as epic poetry, epic hero, tragic hero, hamartia and hubris	Context and how it relates to humour and audience reactions- both contemporary and modern.	Knowledge of <b>contemporary thematic poetry</b> related to the power & conflict themes. Including events such as the <b>Northern Irish troubles.</b> -Knowledge of songs as a <b>medium of poetry</b>	Knowledge Content: 1912; 1945; Priestley's life and politics; class; prejudice; capitalism; socialism; collective responsibility; morality plays; the whodunnit • Curriculum Milestone: Writing about whole texts • Link to Prior Learning: Revise and revisit the form of the play and allegory • Revision focus: KS3 Core Knowledge Enquiry Question: How does Priestley present ideas about responsibility?		Understanding the significance of cultural and contextual influences on readers and writers.  Consideration of how attitudes and values are expressed in the texts.	<b>Literature: AO1, 2, 3, 4, &amp; 5</b>  <b>Discussion and debate/revision:</b>  Consolidating prior learning  Dealing with misconceptions  Honing exam techniques  Techniques to retain and recall for example critical references or quotes from texts.