



# 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: <b>JOURNEYS</b></p> <p>In Year 7, we establish the key concepts of literature: character, setting, genre, plot, and form. Pupils begin with a journey through the development of the English Language and the Literary canon. They are then ready to study a challenging classical text and end the year studying a modern novel.</p> <p>Pupils revisit foundational KS2 skills to ensure they are secured, before mastering skills that enable them to add complexity and nuance to their writing.</p>	<p>This year is based around the big idea of: <b>DIVERSITY</b></p> <p>Having established the key concepts of Literature in Year 7, pupils explore context and how it influences the writer. Genre and form remain significant as students encounter poetry from around the world and diverse short stories. Pupils produce creative non-fiction writing, continuing to add complexity and sophistication to their writing.</p>	<p>This year is built around the idea of: <b>CHALLENGING IDEAS</b></p> <p>By the end of Year 8, pupils will have embraced their role as interrogative readers and creative writers. In Year 9, pupils are equipped with the knowledge and skills to be more critical when examining texts; exploring how the smallest of details contribute to the greatest of meanings. Oracy plays an important role in exploring challenging ideas, and debate helps students to find their voice.</p>	<p>GCSE course begins</p> <p>Having covered a broad body of knowledge at KS3, students begin studying the set texts for the GCSE English Literature. Students will also prepare for the English Language exam: they will distil and practise the individual skills that underpin the qualification, commenting on the ways in which writers use narrative and descriptive techniques to interest the reader. They will write their own creative and transactional pieces in preparation for the exam.</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 begins</p> <p>Students build on their KS4 knowledge to gain a wider understanding of the literary canon. The focus is on prior contextual knowledge as well as developing analytical and critical approaches to a range of texts through time, genre and form.</p>	<p>A Level 2-year linear course continues</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>



# ENGLISH CURRICULUM LEARNING JOURNEY



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Half Term 1	Topics	<b>The History of the English Language</b>	<b>American Literature</b> <b>Modern Novel:</b> <i>Ghost Boys</i>	<b>Gothic Literature</b> <i>(Science and religion)</i>	<i>Macbeth</i> <i>An Inspector Calls</i> + <b>Power and Conflict Poetry</b>	Language Paper 1 revision + <b>Power and Conflict Poetry</b> revision	<b>BRIDGING SCHEME – making the leap from GCSE-A Level</b> <i>The Great Gatsby</i> (American Literature) <i>The Tempest</i> (Shakespeare)	<b>Coursework for Close Reading / Recreation and comparative</b>  <i>The World's Wife</i>  <i>A Raisin In The Sun</i> <i>Girl, Woman, Other</i> (NEA)
	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. Understanding genre and form.  Dialects in and out of the UK.	<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.



# ENGLISH CURRICULUM LEARNING JOURNEY



		Types of hero in literature.						
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Half Term 2	Topics	<b>Cultural Conversations:</b>  <b>The Odyssey</b>	<b>Diverse voices – who we are</b>	<b>Gothic Literature:</b> <b>The Woman in Black</b> <i>(Revenge and forgiveness)</i>	<b>Macbeth</b> + <b>Unseen Poetry</b>	<b>Language Paper 2</b> revision + <b>An Inspector Calls</b> revision	<b>The Great Gatsby</b> (American Literature) + <b>The Tempest</b> (Shakespeare)	<b>Passing</b> (American Literature) & <b>The Duchess of Malfi</b> (Drama and Poetry pre-1900)
	Knowledge	<b>Language: (AO1, AO2) Literature: AO3</b> Epic poetry. Greek myth – characters and plots. Key terms such as epic poetry, epic hero, tragic hero, hamartia and hubris	<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	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	<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



# ENGLISH CURRICULUM LEARNING JOURNEY



					<p>genre of the tragedy, the tragic hero, and the Jacobean era.</p> <p><b>Literature: AO1, and AO2</b>          -Exploring a range of poems          -Exploring different forms of poetry  <b>-Link to Prior Learning:</b> Revise poetic devices and revisit how to compare the similarities and differences between two texts.</p>		<p>the significance and influence of contexts          -articulate informed, personal and creative responses.</p> <p><b>Retention and recall</b> of the paper and key skills being assessed</p>	<p>Students annotate texts and make thematic and contextual connections. Students begin preparation for exams.</p>
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Half Term 3	Topics	<b>Poetry:</b> <i>The Evolution of British 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>	<b><i>Jekyll and Hyde</i></b> + <b>English Language Paper 1</b>	<b><i>Jekyll and Hyde</i></b> revision + <b>English Language Paper 1</b> revision	<b><i>American Literature – wider canon and close critical reading</i></b>  + <b><i>Christina Rossetti</i></b> (Drama and Poetry pre-1900)	<b><i>Passing</i></b> (American Literature) + <b><i>The Duchess of Malfi/Christina Rossetti</i></b> (Drama and Poetry pre-1900)
	Knowledge	<b>Literature: AO1, AO2</b> Knowledge of <b>contemporary</b>	<b>Literature: AO1, AO2, AO3, AO4</b> -Studying a range of poems from	<b>Literature: AO1, AO2, AO3, AO4</b> -Introduction to <b>Shakespeare,</b>	<b>Literature: AO1, AO2, AO3</b> Studying a <b>gothic novella</b> in	<b>Literature: AO1, AO2, AO3</b> Studying a <b>gothic novella</b> in	<b>Literature: AO1, 2, 3, 4, &amp; 5</b>	<b>Literature: AO1, 2, 3, 4, &amp; 5</b>



## ENGLISH CURRICULUM LEARNING JOURNEY



		<p><b>poetry by British authors.</b> Understanding what influenced and inspired these poets as well as writing their own poetry.</p>	<p>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</p>	<p>contextualising the play in <b>Elizabeth/Jacobean England,</b> focusing on attitudes race women &amp; 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</p>	<p>preparation for Jekyll &amp; 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).</p>	<p>preparation for Jekyll &amp; 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).</p>	<p>Preparation for year 13.  <b>A Raisin in The Sun</b> A2 (NEA) comparative close reading essay.  <b>Rosetti's poetry</b> drama and poetry module in comparison with <b>The Duchess of Malfi.</b></p>	<p><b>Passing</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</p>
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Half Term 4	Topics	<b>Pre-19th Century Short Stories:</b> <i>The Red-Headed League</i>	<b>Diverse Short Stories</b>  <i>Selection from EMC Iridescent Adolescent</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) +	<b>Passing/The Great Gatsby</b> (American Literature) + <b>The Tempest</b> (Shakespeare)
	Knowledge	<b>Language: AO5, AO6, Q5</b> -Studying <b>The Redheaded</b>	<b>Language: AO1, AO2, Literature: AO3</b>	<b>Language: AO7, AO8</b> Developing knowledge of	<b>Literature: AO1, AO2, AO3</b> Studying a <b>gothic novella</b> in	<b>Literature: AO1, 2, 3 &amp; 4</b> Revision of analytical writing;	<b>Literature: AO1, 2, 3, 4, &amp; 5</b> Exploration of contrasts,	<b>Literature: AO1, 2, 3, 4, &amp; 5</b> <b>The Tempest:</b>



## ENGLISH CURRICULUM LEARNING JOURNEY



		<p><b>League and the crime fiction genre</b></p> <ul style="list-style-type: none"> <li>-Improving vocabulary acquisition in prep for studying <b>Jekyll &amp; Hyde</b> in GCSE</li> <li>-Approaches to retrieving more complex vocabulary</li> <li>-Building upon key contextual knowledge of this era</li> </ul>	<p>Understanding plot and making insightful inferences.</p> <p>Character analysis.</p> <p>Using context for deeper understanding.</p>	<p><b>Shakespeare's canon of literature.</b></p> <p>Thematic examination of <b>Othello, Romeo &amp; Juliet, Hamlet.</b></p> <p>-Developing understanding of <b>Jacobean context</b> in preparation for Macbeth.</p>	<p>preparation for Jekyll &amp; Hyde-transferability of key context and themes</p> <p><b>-Development of Victorian Context and the supernatural.</b></p> <p>Development of analytical writing through essays.</p> <p><b>-Link to Prior Learning:</b></p> <p>Revise the Gothic genre and key Gothic conventions and terminology associated with the Gothic genre (recalled from Year 9).</p>	<p>the Jacobean era; the supernatural and superstition; Divine Right; Great Chain of Being; hubris; hamartia; peripeteia; anagnorisis; ambition; lineage; Holinshed Chronicles</p>	<p>connections and comparisons between the texts.</p> <p>Exploration of ways in which texts relate to each other and to literary traditions, movements and genres.</p> <p>Understanding the significance of cultural and contextual influences on readers and writers.</p> <p>Consideration of how attitudes and values are expressed in the texts.</p>	<p><b>Retention and Recall:</b></p> <ul style="list-style-type: none"> <li>- Context</li> <li>- Plot</li> <li>- Themes</li> <li>- Writer's intent</li> <li>- Critics</li> </ul> <p>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.</p>
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Half Term 5	Topics	<p><b>Non-fiction and Transactional Writing:</b></p> <p><i>Crossing Borders</i> (travel writing)</p>	<p><b>Dystopian Literature</b></p>	<p><b>Songs and Poetry:</b></p> <p><i>Power and Conflict</i></p>	<p><b><i>An Inspector Calls</i> + English Language Paper 2</b></p> <p><b>Literature: AO1, AO2, AO3, AO4</b></p> <p>Study of a <b>modern play.</b></p>	GCSE Exam Revision	<p><b><i>A Raisin in The Sun</i> (NEA)</b></p> <p>comparative close reading essay.</p> <p><b><i>The World's Wife</i> (NEA)</b> Close reading/recreation</p>	Exam Preparation



## ENGLISH CURRICULUM LEARNING JOURNEY



	Knowledge	<p><b>Language: AO5, AO6, Q3, Q4</b> -Knowledge of the different <b>conventions of non-fiction writing</b> (newspaper, blog, speech, article).</p>	<p><b>Language: AO5, AO6, Q3, Q4</b> 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</p>	<p>Knowledge of <b>contemporary thematic poetry</b> related to the power &amp; conflict themes. Including events such as the <b>Northern Irish troubles</b>. -Knowledge of songs <b>as a medium of poetry</b></p>	<p>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.</p>	N/A	<p>Exploration of contrasts, connections and comparisons between the texts.</p> <p>Exploration of ways in which texts relate to each other and to literary traditions, movements and genres.</p>	<p>Exam preparation <b>Literature: AO1, 2, 3, 4, &amp; 5</b></p> <p><b>EXAM SKILLS and PREP</b></p> <p>Mini assessments throughout (formative and summative), using a selection of key extracts</p>
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Half Term 6	Topics	<p><b>Modern novel</b> <i>Binti</i></p>	<p><b>Dystopian Literature</b>  <i>Modern play</i> <i>Noughts and Crosses</i></p>	<p><b>Songs and Poetry:</b> <i>Power and Conflict</i></p>	<p><i>An Inspector Calls</i> + <b>English Language Paper 2</b></p>	N/A	<p><i>A Raisin in The Sun</i> (NEA) comparative close reading essay. <i>The World's Wife</i> (NEA) Close reading/recreation</p>	Exam preparation



# ENGLISH CURRICULUM LEARNING JOURNEY



	<p>Knowledge</p>	<p><b>Literature: AO1, AO4</b></p> <p><b>The science fiction genre.</b> Building a thematic awareness of texts and be able express this analytically.</p> <p><b>Knowledge of ethnic diversity</b> and thoughts and feelings associated with this.</p>	<p><b>Literature: AO2</b></p> <p>Conventions of drama and technical terminology</p> <p>Explicit and implicit information, analysis of language and structure.</p>	<p>Knowledge of <b>contemporary thematic poetry</b> related to the power &amp; conflict themes. Including events such as the <b>Northern Irish troubles.</b></p> <p>-Knowledge of songs as a <b>medium of poetry</b></p>	<p>Knowledge Content: 1912; 1945; Priestley's life and politics; class; prejudice; capitalism; socialism; collective responsibility; morality plays; the whodunnit</p> <ul style="list-style-type: none"> <li>• Curriculum Milestone: Writing about whole texts</li> <li>• Link to Prior Learning: Revise and revisit the form of the play and allegory</li> <li>• Revision focus: KS3 Core Knowledge</li> </ul> <p>Enquiry Question: How does Priestley present ideas about responsibility?</p>		<p>Understanding the significance of cultural and contextual influences on readers and writers.</p> <p>Consideration of how attitudes and values are expressed in the texts.</p>	<p><b>Literature: AO1, 2, 3, 4, &amp; 5</b></p> <p><b>Discussion and debate/revision:</b></p> <p>Consolidating prior learning</p> <p>Dealing with misconceptions</p> <p>Honing exam techniques</p> <p>Techniques to retain and recall for example critical references or quotes from texts.</p>
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