

English

[Curriculum Overview](#)

[Curriculum Enriching Opportunities](#)

[Links To The National Curriculum](#)

Curriculum Overview 2024-2025

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 7 Identity	Exploring identity through fiction Myths, Legends and Grimm Fairy Tales	Exploring identity through fiction Myths, Legends and Grimm Fairy Tales (Speaking and Listening)	Exploring identity through poetry	Exploring identity through non fiction. I am Malala (extracts) World perspectives and lives	Shakespearean Comedy Anchor Text: Much Ado About Nothing.	Shakespearean Comedy Anchor Text: Much Ado About Nothing. Speaking and Listening Non-Fiction - Bill Bryson on Shakespeare Travel Writing
Writing	Analytical, Creative		Argument Writing (analytical)		Transactional Writing CAF	
Year 8 Power & Corruption	Exploring Power and Corruption Dystopian Fiction Anchor Text: Noughts & Crosses	Exploring Power and Corruption Dystopian Fiction Anchor Text: Noughts & Crosses	Exploring Power and Corruption Exploring power & corruption through non-fiction	Exploring Power and Corruption Protest and power through poetry. Cooper-Clark Tempest Meeropol Osundare Angelou Blake	Exploring Power and Corruption Shakespearean Tragedy Anchor Text: Romeo and Juliet	Exploring Power and Corruption Shakespearean Tragedy & Non-Fiction Study Anchor Text: Romeo and Juliet (Speaking and Listening)
Writing	Analytical, Creative		Argument Writing (analytical)		Transaction Writing CAF	

English

Year 9 Transformation	Exploring Transformations Gothic Horror Anchor Text: The Woman in Black Additional extracts: Frankenstein Jekyll & Hyde Dracula	Exploring Transformations Gothic Horror Short Stories Anchor texts: Lambs to the Slaughter, The Tell Tale Heart, The Kit Bag, The Monkey's Paw, Extract work. Non Fiction study Creative Writing	Exploring Transformations 'Small Island' Andrea Levy (national theatre)	Exploring Transformations Exploring Non-Fiction We should all be feminists - Adichie World Fiction	Introduction to GCSE AQA GCSE Literature (Paper 2) An Inspector Calls Blend with context/moral issues. Characterisation and understanding of raisonneur. Blend with Paper 1 - what is the author's intent?	Introduction to GCSE Language 2 Transactional Writing and Speaking and listening NEA
	Analytical, Creative CAF 1		Argument Writing		Transactional Writing CAF	
	AQA GCSE Literature (Paper 2) A Christmas Carol Morality Key Ideas Blend with Paper 2 Non-fiction.	AQA GCSE Literature (Paper 2) A Christmas Carol Blend with Paper 2 Non-fiction. Blend with Paper 1 structure	AQA GCSE Literature (Paper 1) Macbeth Blend with Paper 1 - Characterisation, structure. Blend with Paper 2 - transactional writing (persuasion/manipulation)	AQA GCSE Literature (Paper 1) Macbeth Blend with Paper 1 - Characterisation, structure. Blend with Paper 2 - transactional writing (persuasion/manipulation)	AQA GCSE Literature (Paper 2) Anthology Poetry Power & Conflict Cluster Unseen Poetry (Worlds & Lives)	AQA GCSE Literature (Paper 2) Anthology Poetry Power & Conflict Cluster Unseen Poetry (Worlds & Lives)
	Creative Writing		Literature Essay Writing		Bronze Mocks (Lit/Lang P1) - Transactional Writing	
	AQA GCSE Literature (Paper 2) Revision Blend with Paper 1 - characterisation.	AQA Language Paper 1 AQA Literature Revision	AQA Literature Interleaved with Language Paper 2	AQA Literature Interleaved with Language Paper 1 Gold Exams (both papers Lit/Lang)	AQA Literature Interleaved with Language Paper 1 Exam season opens	Platinum Exams

English

	<p>Blend with Paper 2 - 20th Century writing - context to worker's movement etc.</p> <p>Silver Exams (Lit/Lang P2)</p>	Paper 1 (both Lit & Lang)				
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Curriculum Enriching Opportunities

Curriculum Enriching Opportunities					
	Year 7	Year 8	Year 9	Year 10	Year 11
Suggested Reading	<p>(See suggested KS3 reading list)</p> <p>https://uws.n-yorks.sch.uk/wp-content/uploads/2018/09/KS3-Suggested-Reading-List.pdf</p>	<p>(See suggested KS3 reading list)</p> <p>https://uws.n-yorks.sch.uk/wp-content/uploads/2018/09/KS3-Suggested-Reading-List.pdf</p>	<p>(See suggested KS3 reading list)</p> <p>https://uws.n-yorks.sch.uk/wp-content/uploads/2018/09/KS3-Suggested-Reading-List.pdf</p>		
Suggested Viewing	<p>Shakespeare Animated (Youtube)</p> <p>BBC Bitesize</p> <p>His Dark Materials series</p> <p>Sparknotes Lit</p>	<p>Shakespeare Animated (Youtube)</p> <p>BBC Bitesize</p> <p>Romeo and Juliet (1996 - 12)</p> <p>Noughts and Crosses TV Series (BBC)</p> <p>Sparknotes Lit</p>	<p>Shakespeare Animated (Youtube)</p> <p>BBC Bitesize</p> <p>Sparknotes Lit</p>	<p>Macbeth / ACC / AIC / Poetry (Youtube)</p> <p>GCSE Pod</p> <p>Eduqas Lang & Lit</p> <p>BBC Bitesize</p> <p>Sparknotes Lit</p>	<p>Macbeth / ACC / AIC / Poetry (Youtube)</p> <p>GCSE Pod</p> <p>Eduqas Lang & Lit</p> <p>BBC Bitesize</p> <p>Sparknotes Lit</p>
Cultural Capital Experiences	<p>Theatre trip</p> <p>Spelling Bee</p> <p>Theatre performance</p> <p>Big Talk</p> <p>Author visit (WBD)</p>	<p>Theatre trip</p> <p>Spelling Bee</p> <p>Theatre performance</p> <p>Big Talk</p> <p>Author visit (WBD)</p>	<p>Theatre trip</p> <p>Spelling Bee</p> <p>Theatre performance</p> <p>Big Talk</p> <p>Author visit (WBD)</p>	<p>Theatre trip</p> <p>Theatre performance</p>	<p>Theatre trip</p> <p>Theatre performance</p>

English

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English

Links To The National Curriculum

National Curriculum - Reading , Writing , Grammar & Vocab , Spoken English	
The National Curriculum	Reference to the National Curriculum
Reading: Pupils should be taught to:	
R1) Develop an appreciation and love of reading, and read increasingly challenging material independently through:	
a) reading a wide range of fiction and non-fiction, including in particular whole books, short stories, poems and plays with a wide coverage of genres, historical periods, forms and authors. The range will include high-quality works from:	(Yr 7 Terms 1 - 6) (Yr 8 Terms 1 - 6) (Yr 9 Terms 1 - 6) (Yr 10 Terms 1 - 6) (Yr 11 Terms 1 - 6)
b) English literature, both pre-1914 and contemporary, including prose, poetry and drama	(Yr 7 Terms 1 - 6) (Yr 8 Terms 1 - 2, 4, 5, 6) (Yr 9 Terms 1 - 3, 5 - 6) (Yr 10 Terms 1 - 6) (Yr 11 Terms 1 - 6)

English

c) Shakespeare (two plays)	(Yr 7 Term 5, 6) (Yr 8 Terms 5, 6) (Yr 10 Term 5)
d) seminal world literature	(Yr 7 Term 4, 5, 6) (Yr 8 Terms 1, 2, 4, 5, 6) (Yr 9 Terms 3 -4, 5 - 6) (Yr 11 Terms 3 - 4)
e) choosing and reading books independently for challenge, interest and enjoyment.	(Yr 7 Terms 1 - 6) (Yr 8 Terms 1 - 6) (Yr 9 Terms 1 - 6) (Yr 10 Terms 1 - 6) (Yr 11 Terms 1 - 6)
f) re-reading books encountered earlier to increase familiarity with them and provide a basis for making comparisons	(Yr 10 Term 5 & 6) (Yr 11 Terms 1 - 6)
R2 understand increasingly challenging texts through:	
a) learning new vocabulary, relating it explicitly to known vocabulary and understanding it with the help of context and dictionaries	(Yr 7 Terms 1 - 6) (Yr 8 Terms 1 - 6) (Yr 9 Terms 1 - 6) (Yr 10 Terms 1 - 6) (Yr 11 Terms 1 - 6)
b) making inferences and referring to evidence in the text	(Yr 7 Terms 1 - 6) (Yr 8 Terms 1 - 6) (Yr 9 Terms 1 - 6) (Yr 10 Terms 1 - 6) (Yr 11 Terms 1 - 6)

English

c) knowing the purpose, audience for and context of the writing and drawing on this knowledge to support comprehension	(Yr 7 Terms 1 - 2, 3, 5) (Yr 8 Terms 1 -2, 3, 6) (Yr 9 Terms 1, 3, 5 - 6) (Yr 10 Terms 1, 2, 5) (Yr 11 Terms 1 - 6)
d) checking their understanding to make sure that what they have read makes sense.	(Yr 7 Terms 1 - 6) (Yr 8 Terms 1 - 6) (Yr 9 Terms 1 - 6) (Yr 10 Terms 1 - 6) (Yr 11 Terms 1 - 6)
R3 read critically through:	
a. knowing how language, including figurative language, vocabulary choice, grammar, text structure and organisational features, presents meaning	(Yr 7 Terms 1 - 2, 3, 5) (Yr 8 Terms 1 -2, 3, 6) (Yr 9 Terms 1, 3, 5 - 6) (Yr 10 Terms 1, 2, 5) (Yr 11 Terms 1 - 6)
b. recognising a range of poetic conventions and understanding how these have been used	(Yr 7 Term 5) (Yr 8 Term 3) (Yr 9 Terms 5-6) (Yr 10 Term 6) (Yr 11 Terms 3 - 4)
c. studying setting, plot, and characterisation, and the effects of these	(Yr 7 Terms 1 - 2, 3, 5) (Yr 8 Terms 1 -2, 3, 6) (Yr 9 Terms 1, 3, 5 - 6) (Yr 10 Terms 1, 2, 5) (Yr 11 Terms 1 - 6)

English

d. understanding how the work of dramatists is communicated effectively through performance and how alternative staging allows for different interpretations of a play	(Yr 7 Term 3) (Yr 8 Terms 1 - 2) (Yr 9 Term 3) (Yr 10 Term 5) (Yr 11 Terms 3 - 4)
e. making critical comparisons across texts	(Yr 7 Terms 5, 6) (Yr 8 Term 4) (Yr 9 Terms 2, 5 - 6)
f. studying a range of authors, including at least two authors in depth each year.	(Yr 7 Terms 1 - 2, 3, 5) (Yr 8 Terms 1 -2, 3, 6) (Yr 9 Terms 1, 3, 5 - 6) (Yr 10 Terms 1, 2, 5) (Yr 11 Terms 1 - 6)

English

The National Curriculum	Reference to the National Curriculum
<p>Writing</p> <p>Pupils should be taught to:</p>	
<p>W1</p> <p>write accurately, fluently, effectively and at length for pleasure and information through:</p>	
<p>a. writing for a wide range of purposes and audiences, including:</p>	<p>(Yr 7 Terms 1 - 6)</p> <p>(Yr 8 Terms 1 - 6)</p> <p>(Yr 9 Terms 1 - 6)</p> <p>(Yr 10 Terms 1 - 6)</p> <p>(Yr 11 Terms 1 - 6)</p>
<p>b. well-structured formal expository and narrative essays</p>	<p>(Yr 7 Terms 1 - 6)</p> <p>(Yr 8 Terms 1 - 6)</p> <p>(Yr 9 Terms 1 - 6)</p> <p>(Yr 10 Terms 1 - 6)</p> <p>(Yr 11 Terms 1 - 6)</p>
<p>c. stories, scripts, poetry and other imaginative writing</p>	<p>(Yr 7 Terms 1 - 6)</p> <p>(Yr 8 Terms 1 - 6)</p> <p>(Yr 9 Terms 1 - 6)</p> <p>(Yr 10 Terms 1 - 6)</p> <p>(Yr 11 Terms 1 - 6)</p>
<p>d. notes and polished scripts for talks and presentations</p>	<p>(Yr 7 Terms 1 - 6)</p> <p>(Yr 8 Terms 1 - 6)</p> <p>(Yr 9 Terms 1 - 6)</p> <p>(Yr 10 Terms 1 - 6)</p>

English

	(Yr 11 Terms 1 - 6)
e. a range of other narrative and non-narrative texts, including arguments, and personal and formal letters	(Yr 7 Terms 1 - 6) (Yr 8 Terms 1 - 6) (Yr 9 Terms 1 - 6) (Yr 10 Terms 1 - 6) (Yr 11 Terms 1 - 6)
f. summarising and organising material, and supporting ideas and arguments with any necessary factual detail	(Yr 7 Terms 1 - 6) (Yr 8 Terms 1 - 6) (Yr 9 Terms 1 - 6) (Yr 10 Terms 1 - 6) (Yr 11 Terms 1 - 6)
g. applying their growing knowledge of vocabulary, grammar and text structure to their writing and selecting the appropriate form	(Yr 7 Terms 1 - 6) (Yr 8 Terms 1 - 6) (Yr 9 Terms 1 - 6) (Yr 10 Terms 1 - 6) (Yr 11 Terms 1 - 6)
h. drawing on knowledge of literary and rhetorical devices from their reading and listening to enhance the impact of their writing	(Yr 7 Terms 1 - 6) (Yr 8 Terms 1 - 6) (Yr 9 Terms 1 - 6) (Yr 10 Terms 1 - 6) (Yr 11 Terms 1 - 6)
W2 plan, draft, edit and proof-read through:	
a. considering how their writing reflects the audiences and purposes for which it was intended	(Yr 7 Terms 1 - 6) (Yr 8 Terms 1 - 6) (Yr 9 Terms 1 - 6)

English

	(Yr 10 Terms 1 - 6) (Yr 11 Terms 1 - 6)
b. amending the vocabulary, grammar and structure of their writing to improve its coherence and overall effectiveness	(Yr 7 Terms 1 - 6) (Yr 8 Terms 1 - 6) (Yr 9 Terms 1 - 6) (Yr 10 Terms 1 - 6) (Yr 11 Terms 1 - 6)
c. paying attention to accurate grammar, punctuation and spelling; applying the spelling patterns and rules set out in English Appendix 1 to the key stage 1 and 2 programmes of study for English.	(Yr 7 Terms 1 - 6) (Yr 8 Terms 1 - 6) (Yr 9 Terms 1 - 6) (Yr 10 Terms 1 - 6) (Yr 11 Terms 1 - 6)

The National Curriculum	Reference to the National Curriculum
Grammar and vocabulary Pupils should be taught to:	
G1) consolidate and build on their knowledge of grammar and vocabulary through:	
a) extending and applying the grammatical knowledge set out in English Appendix 2 to the key stage 1 and 2 programmes of study to analyse more challenging texts	(Yr 7 Terms 1 - 6) (Yr 8 Terms 1 - 6) (Yr 9 Terms 1 - 6) (Yr 10 Terms 1 - 6)

English

	(Yr 11 Terms 1 - 6)
b) studying the effectiveness and impact of the grammatical features of the texts they read	(Yr 7 Terms 1 - 6) (Yr 8 Terms 1 - 6) (Yr 9 Terms 1 - 6) (Yr 10 Terms 1 - 6) (Yr 11 Terms 1 - 6)
c) drawing on new vocabulary and grammatical constructions from their reading and listening, and using these consciously in their writing and speech to achieve particular effects	(Yr 7 Terms 1 - 6) (Yr 8 Terms 1 - 6) (Yr 9 Terms 1 - 6) (Yr 10 Terms 1 - 6) (Yr 11 Terms 1 - 6)
d) knowing and understanding the differences between spoken and written language, including differences associated with formal and informal registers, and between Standard English and other varieties of English	(Yr 7 Terms 1 - 6) (Yr 8 Terms 1 - 6) (Yr 9 Terms 1 - 6) (Yr 10 Terms 1 - 6) (Yr 11 Terms 1 - 6)
e) using Standard English confidently in their own writing and speech	(Yr 7 Terms 1 - 6) (Yr 8 Terms 1 - 6) (Yr 9 Terms 1 - 6) (Yr 10 Terms 1 - 6) (Yr 11 Terms 1 - 6)
f) discussing reading, writing and spoken language with precise and confident use of linguistic and literary terminology.	(Yr 7 Terms 1 - 6) (Yr 8 Terms 1 - 6) (Yr 9 Terms 1 - 6) (Yr 10 Terms 1 - 6) (Yr 11 Terms 1 - 6)

English

The National Curriculum	Reference to the National Curriculum
<p>Spoken English</p> <p>Pupils should be taught to:</p>	
<p>S1</p> <p>speak confidently and effectively, including through:</p>	
<p>a) using Standard English confidently in a range of formal and informal contexts, including classroom discussion</p>	<p>(Yr 7 Terms 1 - 6)</p> <p>(Yr 8 Terms 1 - 6)</p> <p>(Yr 9 Terms 1 - 6)</p> <p>(Yr 10 Terms 1 - 6)</p> <p>(Yr 11 Terms 1 - 6)</p>
<p>b) giving short speeches and presentations, expressing their own ideas and keeping to the point</p>	<p>(Yr 7 Terms 2, 4, 6)</p> <p>(Yr 8 Terms 2, 5)</p> <p>(Yr 9 Terms 2, 4)</p> <p>(Yr 10 Term 6)</p>
<p>c) participating in formal debates and structured discussions, summarising and/or building on what has been said</p>	<p>(Yr 7 Terms 2, 4, 6)</p> <p>(Yr 8 Terms 2, 5, 6)</p> <p>(Yr 9 Terms 2, 4)</p> <p>(Yr 10 Term 6)</p>
<p>d) improvising, rehearsing and performing play scripts and poetry in order to generate language and discuss language use and meaning, using role, intonation, tone, volume, mood, silence, stillness and action to add impact</p>	<p>(Yr 7 Terms 2, 4, 6)</p> <p>(Yr 8 Terms 2, 5, 6)</p> <p>(Yr 9 Terms 2, 4)</p> <p>(Yr 10 Term 6)</p>

English