

# YEAR 7 ENGLISH CURRICULUM PROGRESSION OVERVIEW

**Subject Curriculum Intent:** English is the gateway to success and allows students to access all other areas of the curriculum. Our ambition is to ensure all students develop the knowledge and skills to become *curious readers, thoughtful writers and articulate speakers* in order to explore the wider world, flourish in the future and achieve their full potential. We nurture a passion and love of literature from a variety of contexts as well as encouraging students to become analytical thinkers so that they are empowered to form their own views about what they see, hear and read. Through the exploration of great writers, we aim to inspire and develop students' ability to communicate creatively and for different forms, audiences and purposes so that they can articulate their ideas effectively within the English classroom and beyond.

	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Theme	People and Places		Experiences		Shakespeare's World	
Topic	Novel: <i>The Breadwinner</i>		Victorian Life and Literature	Poetry: Diverse Voices	Understanding Shakespeare's Villains	Shakespearean Play: <i>A Midsummer Night's Dream</i>
Core Knowledge / Threshold Concept	Students will know how to make inferences and analyse language using terminology. They will understand how writers use characters and setting to develop a story.	Students will build upon knowledge of how characters and settings are presented and write a description of an imagined character and setting.	Students will know how to make inferences and analyse language and structure using terminology. They will become familiar with the complexities of Victorian language in fiction and non-fiction and how language has developed over time.	Students will know how to identify and analyse the use of poetic devices in poetry. They will also explore how writers convey and express their voice through their writing.	Students will become familiar with the complexities of Shakespearean language, how language has developed over time and know the conventions of a Shakespearean villain.	Students will develop contextual knowledge of Shakespeare's works as well as an understanding of the play's plot, characters and themes. They will know how to write a letter and apply the conventions and traits of a Shakespearean character to their own writing.
Why this learning now?	Students will build on comprehension and inference skills from KS2. This will provide them with an introduction to analysis which will give students the	Students will draw upon their knowledge from KS2 and the descriptive techniques and methods they have learned through studying the novel. This will prepare them	Understanding the Victorian context is important as students will encounter other texts from this period (Poe, <i>A Christmas Carol</i> and C19th extracts in GCSE Language). They	This unit celebrates diversity and how writers express their identity and individuality through poetry and spoken word. This will prepare students for future	Students will build upon their prior learning of Shakespeare from KS2 and explore some of the key villains in a range of plays. This will prepare students for	Students will build on last half term by studying one play in its entirety. They will explore characters and themes in the text and develop their non-fiction writing

	foundational knowledge for the rest of their English curriculum journey.	for writing throughout their English curriculum journey.	will build upon their prior learning of inference and analysis of fiction from Autumn Term 1 and apply their skills to non-fiction too.	poetry units in Y8, Y9 and KS4. They will explore texts about culture, disability, LGBTQ+, gender equality, age and mental health and well-being.	when they study <i>Romeo and Juliet</i> (Tybalt) and <i>Macbeth</i> (Lady Macbeth) later in KS3. They will develop their speaking and listening skills through a presentation.	skills in order to produce a letter in role. This links back to their earlier learning in Y7 on characterisation and language techniques.
<b>Assessment Opportunities:</b>	Regular formative assessment takes place through the following: recall tasks to link back to prior learning; targeted questioning; written feedback; whole class feedback; live and verbal feedback.					
	<b>Reading:</b> fiction, language analysis (thematically linked to the novel)	<b>Writing:</b> fiction, creative writing description (thematically linked to the novel)	<b>Reading:</b> non-fiction, language analysis (thematically linked to the Victorian period)	<b>Reading:</b> poetry, analysis of language and structure in a poem studied in the unit	<b>Speaking and Listening:</b> presentation on the context and conventions of a Shakespearean villain	<b>Writing:</b> non-fiction letter (thematically linked to the play)
<b>Learning at Home</b>	Students will complete a home learning booklet throughout each half term thematically linked to the unit. Each booklet will include a variety of tasks including: recall, reading, research, application of learning and spelling, punctuation and grammar practice.					
<b>Key Vocabulary</b>	<i>The Breadwinner</i> : context, patriarchal, transgressive	<i>The Breadwinner</i> : oppressed, ostracised, imagery	Industrialised, disparaging, indefatigable	enjambment, diverse, celebratory	antagonist, rhetoric, soliloquy	<i>A Midsummer Night's Dream</i> : satire, beguile, enamoured
<b>Spiritual, Moral, Social and Cultural concepts covered</b>	<p><b>Spiritual:</b></p> <ul style="list-style-type: none"> <li>knowledge of, and respect for, different people's faiths, feelings and values</li> <li>sense of enjoyment and fascination in learning about themselves, others and the world around them</li> <li>use of imagination and creativity in their learning</li> </ul> <p><b>Moral:</b></p> <ul style="list-style-type: none"> <li>interest in investigating and offering reasoned views about moral and ethical issues and ability to understand and appreciate the viewpoints of others on these issues</li> </ul> <p><b>Social:</b></p> <ul style="list-style-type: none"> <li>acceptance of and engagement with the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs</li> <li>use a range of social skills</li> </ul> <p><b>Cultural:</b></p> <ul style="list-style-type: none"> <li>understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and that of others</li> </ul>					

	<ul style="list-style-type: none"> <li>• understanding and appreciation of the range of different cultures in the school and further afield as an essential element of their preparation for life in modern Britain</li> <li>• ability to recognise, and value, the things we share in common across cultural, religious, ethnic and socio-economic communities</li> <li>• interest in exploring, improving understanding of and showing respect for different faiths and cultural diversity</li> </ul>
<b>Links to careers and the world of work</b>	<p><b>Career pathways include the following:</b> writing (i.e. fictional or travel), performing, screen-writing, politics, motivational speaker</p> <p><b>Employability skills:</b> develop the ability to comprehend a variety of writing styles, to critically analyse texts and to confidently speak in front of an audience, letter writing</p>

## YEAR 8 ENGLISH CURRICULUM PROGRESSION OVERVIEW

**Subject Curriculum Intent:** English is the gateway to success and allows students to access all other areas of the curriculum. Our ambition is to ensure all students develop the knowledge and skills to become *curious readers, thoughtful writers and articulate speakers* in order to explore the wider world, flourish in the future and achieve their full potential. We nurture a passion and love of literature from a variety of contexts as well as encouraging students to become analytical thinkers so that they are empowered to form their own views about what they see, hear and read. Through the exploration of great writers, we aim to inspire and develop students' ability to communicate creatively and for different forms, audiences and purposes so that they can articulate their ideas effectively within the English classroom and beyond.

	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
<b>Theme</b>	Finding a Voice		War and Woe		Shakespeare's Complex Characters	
<b>Topic</b>	Novel: <i>Noughts and Crosses</i>		Gothic Literature: Poe's Short Stories	Poetry: Words at War	Shakespearean Play: <i>Romeo and Juliet</i>	
<b>Core Knowledge / Threshold Concept</b>	Students will know how to analyse language and structure in non-fiction texts thematically linked to the novel and they will consider different layers of meaning.	Students will understand how to use language and structure to convey their own viewpoint in the form of an article.	Students will understand the conventions of gothic literature. They will identify language and structure features in Poe's work and apply his style and	Students will know how to identify and analyse the use of poetic devices in poetry and apply poetic conventions to their own original poetry. They will also explore how writers	Students will understand how characters present their viewpoints through dramatic methods. They will know how to apply both written and spoken conventions	Students will know how to make comparisons between a character's presentation at different points in the play as a whole. They will also begin to compare characters'

	They will also learn how writers use language and structure to convey their views in both fiction and non-fiction.		conventions to their own writing.	convey their attitudes and views through their choices of language and structure.	of a monologue script using dramatic methods to convey a character's viewpoint.	relationships are similar or different to relationships presented in <i>Noughts and Crosses</i> .
<b>Why this learning now?</b>	This builds on prior learning of language analysis of fiction texts in Y7; however, in Y8 they apply this knowledge to non-fiction. This links to Y9 when students will study further non-fiction texts as well as Language Paper 2 in Y11.	This links to the previous half term where students explored how writers convey their views in different texts. It also prepares them for Language Paper 2 in Y11 where they will have to write with a viewpoint.	This builds on the work completed on writing in Y7 (using symbolism and imagery). Themes of gothic, supernatural, woe and internal conflict will be further explored when students study <i>Macbeth</i> and <i>A Christmas Carol</i> . Last term, they explored contrast and in this unit, they will also identify and apply other structure features such as zoom, providing foundational knowledge for KS4.	Students will explore how images are presented in poetry which builds on their prior learning of imagery when studying poetry in Y7. They will apply this learning to an unseen poem by the end of the unit. The theme of conflict links back to previous units in Y8 as well as next term's study of <i>Romeo and Juliet</i> . This will also prepare students for Power and Passion poetry in Y9 and Power and Conflict Poetry in Y10.	This builds on prior learning of characterisation from Y7 as students will be expected to convey a character's views and emotions through the form of a monologue. A monologue is a dramatic method that students will also revisit in Y9 ( <i>Macbeth</i> and <i>Blood Brothers</i> ) and Y10 ( <i>An Inspector Calls</i> ). Students will build on their speaking and listening skills by planning, writing and performing an original piece.	This builds on the Shakespeare unit in Y7. Exploring a Shakespearean tragedy will also prepare students for Y9 when they study <i>Macbeth</i> . This term, they will make comparisons within the text before starting to consider links to previous text: they will revisit key characters' relationships in <i>Noughts and Crosses</i> to compare with characters' relationships in <i>Romeo and Juliet</i> .
<b>Assessment Opportunities:</b>	Regular formative assessment takes place through the following: recall tasks to link back to prior learning; targeted questioning; written feedback; whole class feedback; live and verbal feedback.					
	<b>Reading:</b> non-fiction, language analysis (thematically linked to <i>Noughts and Crosses</i> )	<b>Writing:</b> non-fiction article, viewpoint writing (thematically linked to <i>Noughts and Crosses</i> )	<b>Writing:</b> fiction, creative writing short story (thematically linked to the gothic genre)	<b>Reading:</b> poetry, analysis of language and structure in an unseen war poem	<b>Speaking and Listening:</b> performance of an original monologue	<b>Reading:</b> drama, analysing the change in a character at different points in the play ( <i>Romeo and Juliet</i> )

					script inspired by the play ( <i>Romeo and Juliet</i> )	
<b>Learning at Home</b>	Students will complete a home learning booklet throughout each half term thematically linked to the unit. Each booklet will include a variety of tasks including: recall, reading, research, application of learning and spelling, punctuation and grammar practice.					
<b>Key Vocabulary</b>	Utopia/Dystopia, segregation, prejudice	liberation, inversion, parallel	pallid, placid, disconcerting	strife, propaganda, futile	tragedy, impulsive, repressive	subvert, discord, quandary
<b>Spiritual, Moral, Social and Cultural concepts covered</b>	<p><b>Spiritual:</b></p> <ul style="list-style-type: none"> <li>knowledge of, and respect for, different people's faiths, feelings and values</li> <li>use of imagination and creativity in their learning</li> </ul> <p><b>Moral:</b></p> <ul style="list-style-type: none"> <li>interest in investigating and offering reasoned views about moral and ethical issues and ability to understand and appreciate the viewpoints of others on these issues</li> </ul> <p><b>Social:</b></p> <ul style="list-style-type: none"> <li>acceptance of and engagement with the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs</li> <li>use a range of social skills</li> </ul> <p><b>Cultural:</b></p> <ul style="list-style-type: none"> <li>understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and that of others</li> <li>understanding and appreciation of the range of different cultures in the school and further afield as an essential element of their preparation for life in modern Britain</li> <li>interest in exploring, improving understanding of and showing respect for different faiths and cultural diversity</li> </ul>					
<b>Links to careers and the world of work</b>	<p><b>Career pathways include the following:</b> writing (i.e. fictional), performing, screen-writing, politics, motivational speaker, stage director, speech writer, investigator, acting, editor, author</p> <p><b>Employability skills:</b> how to use a variety of devices within non-fiction writing styles such as an article</p>					

# YEAR 9 ENGLISH CURRICULUM PROGRESSION OVERVIEW

**Subject Curriculum Intent:** English is the gateway to success and allows students to access all other areas of the curriculum. Our ambition is to ensure all students develop the knowledge and skills to become *curious readers, thoughtful writers and articulate speakers* in order to explore the wider world, flourish in the future and achieve their full potential. We nurture a passion and love of literature from a variety of contexts as well as encouraging students to become analytical thinkers so that they are empowered to form their own views about what they see, hear and read. Through the exploration of great writers, we aim to inspire and develop students' ability to communicate creatively and for different forms, audiences and purposes so that they can articulate their ideas effectively within the English classroom and beyond.

	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Theme	Relationships		Examining Power		Shakespeare and the Human Condition	
Topic	Novel: <i>Of Mice and Men</i>		Modern Drama: <i>Blood Brothers</i>	Poetry: Power and Passion	Shakespearean Play: <i>Macbeth</i>	
Core Knowledge / Threshold Concept	Students will know how to present an argument and write an academic essay to analyse the presentation of a characters and themes.	Students will know how to write a short story using a variety of language and structure features including a cyclical structure.	Students will understand dramatic methods used by the playwright. They will also know how to make comparisons between two characters in the play.	Students will explore the conventions of Browning and Duffy's poetry and understand how the themes of power and passion are presented differently. They will know how to identify and compare the ideas of poets in two poems.	Students will know the plot, characters, themes and context of <i>Macbeth</i> . They will form their own opinions in response to the big ideas in the play and know how to write a speech and notes for a debate to argue and present their viewpoint.	Students will know the plot, characters, themes and context of <i>Macbeth</i> .
Why this learning now?	Students will build on their prior learning of analysis from Y7 and Y8 where they learn how to explore different layers of meaning and the effects of language and structure choices. Essay writing is an	Students will build on their prior learning of language and structure features from the Y8 Gothic Literature: Poe's Short Stories unit. They will also use the novel as a stimulus for their own writing. The themes of	Through studying the full play, students will explore dramatic methods used by playwrights providing them with the foundational knowledge required to study <i>An Inspector Calls</i> at KS4. They will	Students study poetry in Y7 and Y8 so this unit draws upon their prior learning. They will build on their comparison skills developed last half term as they will compare two poems in this unit. The	Students will draw upon their prior learning of Shakespeare Y7 and Y8. They will explore the big ideas presented in the play and use this as a stimulus to develop their own argument. Students	By reading the whole text and watching a live performance, students will gain an understanding of the play so that at KS4, they can apply this knowledge to closely analyse key moments and produce well-



	important skill which will provide students with the curriculum readiness for GCSE Literature at KS4.	inequality are revisited from <i>Noughts and Crosses</i> whilst also providing an introduction to the Examining Power units in the next term.	also build on their prior learning from <i>Romeo and Juliet</i> where they compared the presentation of one character at different points in the play.	themes of power and passion lead into the reading of <i>Macbeth</i> and will help students understand the presentation of key characters and themes in the play.	will plan, write and communicate their own argument building on their speaking and listening skills developed over the course of KS3.	informed essays with a clear argument.
<b>Assessment Opportunities:</b>	Regular formative assessment takes place through the following: recall tasks to link back to prior learning; targeted questioning; written feedback; whole class feedback; live and verbal feedback.					
	<b>Reading:</b> fiction, an essay to analyse a character or theme from the novel ( <i>Of Mice and Men</i> OR <i>Lord of the Flies</i> )	<b>Writing:</b> fiction, creative writing short story (thematically linked to the novel)	<b>Reading:</b> drama, comparison of two characters in an unseen extract from a different modern drama	<b>Reading:</b> poetry comparison of two poems studied in the unit	<b>Speaking and Listening:</b> debate on a big idea from the play ( <i>Macbeth</i> )	<b>Reading:</b> knowledge and comprehension of plot, character, themes and context of <i>Macbeth</i>
<b>Learning at Home</b>	Students will complete a home learning booklet throughout each half term thematically linked to the unit. Each booklet will include a variety of tasks including: recall, reading, research, application of learning and spelling, punctuation and grammar practice.					
<b>Key Vocabulary</b>	<i>Of Mice and Men:</i> hierarchy, symbiotic, injustice	<i>Of Mice and Men:</i> microcosm, subservient, allegory	fate, superiority, social class	(dis)empowered, dubious, vengeance	hamartia, regicide, Machiavellian	emasculate, duplicitous, tyrannical
<b>Spiritual, Moral, Social and Cultural concepts covered</b>	<p><b>Spiritual:</b></p> <ul style="list-style-type: none"> <li>knowledge of, and respect for, different people's faiths, feelings and values</li> <li>sense of enjoyment and fascination in learning about themselves, others and the world around them</li> <li>use of imagination and creativity in their learning</li> </ul> <p><b>Moral:</b></p> <ul style="list-style-type: none"> <li>interest in investigating and offering reasoned views about moral and ethical issues and ability to understand and appreciate the viewpoints of others on these issues</li> </ul> <p><b>Social:</b></p> <ul style="list-style-type: none"> <li>acceptance of and engagement with the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs</li> <li>use a range of social skills</li> </ul> <p><b>Cultural:</b></p> <ul style="list-style-type: none"> <li>understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and that of others</li> </ul>					

	<ul style="list-style-type: none"> <li>• understanding and appreciation of the range of different cultures in the school and further afield as an essential element of their preparation for life in modern Britain</li> <li>• ability to recognise, and value, the things we share in common across cultural, religious, ethnic and socio-economic communities</li> <li>• interest in exploring, improving understanding of and showing respect for different faiths and cultural diversity</li> <li>• willingness to respond positively to cultural opportunities</li> </ul>
<b>Links to careers and the world of work</b>	<p><b>Career pathways include the following:</b> writing, journalism, performing, screen-writing, politics, motivational speaker, stage director, speech writer, psychologist, investigator, acting, editor, social media content creation</p> <p><b>Employability skills:</b> equipped with the empathetic and sympathetic abilities needed to be well-rounded citizens in adult-life, ability to debate and convey a viewpoint</p>